

The Advisory Commission on Accessible Instructional Materials in Postsecondary Education for Students with Disabilities

Full Commission Meeting – May 3-4, 2011

Pfahl Executive Conference Center

Room 202, Pfahl Hall

The Ohio State University

2110 Tuttle Park Place

Columbus, Ohio 43210

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>>: PROTOCOL HERE IS WE WILL HAVE SOME PEOPLE TESTIFYING IN PERSON. WE WILL HAVE SOME PEOPLE TESTIFYING ON THE PHONE. INDIVIDUALS HAVE FIVE MINUTES THAT THEY -- WITHOUT OUR INTERRUPTION TO TELL THEIR STORY. WE ARE ALLOWING ABOUT 10 MINUTES FOR ANY QUESTIONS OR CLARIFICATION THAT WE WANT TO GET FROM THE INDIVIDUAL. OUR FIRST CONTESTANT, OUR FIRST PERSON HERE TO TESTIFY IS ROBERT. AND I DON'T HAVE YOUR LAST NAME. ROBERT BEDFORD. I'M GAIER DIETRICH, I AM THE COMMISSION CHAIR FOR ALTERNATIVE INSTRUCTIONAL MATERIALS.

>> TUCK TINSLEY, AMERICAN PRINTING HOUSE FOR THE BLIND IN LOUISVILLE, KENTUCKY. TO MY LEFT WILL BE MARK RICCOBONO FROM NATIONAL FEDERATION FOR THE BLIND IN BALTIMORE. HE IS NOT HERE RIGHT THIS SECOND.

>> I'M BETSEY WIEGMAN WITH THE U.S. DEPARTMENT OF EDUCATION OFFICE OF CIVIL RIGHTS.

>> I'M STEPHAN SMITH WITH THE ASSOCIATION ON HIGHER EDUCATION IN DISABILITY.

>> HOLLY ANDERSON, OFFICE OF THE UNDER SECRETARY, U.S. DEPARTMENT OF EDUCATION.

>> OKAY. ROBERT, PLEASE.

>> MY NAME IS ROBERT BENFORD. I AM A BLIND STUDENT.

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>> CAN YOU PULL THE MICROPHONE CLOSER? I AM HAVING TROUBLE HEARING IN THE BACK.

>> I AM ROBERT BENFORD. I AM A BLIND STUDENT IN PURSUIT OF MY BUSINESS DEGREE. I AM HERE THIS AFTERNOON TO ADVOCATE FOR THE -- HOW CAN I PUT THIS -- I WOULD LIKE TO SEE A STANDARDIZATION OF ALL ELECTRONIC READING MATERIAL. I'M JUST GOING TO -- I'M KIND OF NERVOUS HERE. I HAVE NEVER HAD TO SPEAK IN FRONT OF THIS MANY PEOPLE BEFORE. BUT I AM A STUDENT, AND THE PROBLEM THAT I DEAL WITHIN MY PURSUIT OF MY BUSINESS DEGREE IS THAT MY TEXTBOOKS THAT I AM FORCED TO UTILIZE ARE NOT ALWAYS READABLE. TEXTBOOKS THAT I AM FORCED TO HAVE TO DEAL WITH ARE NOT ALWAYS READY. THE TEXTBOOKS THAT I HAVE TO DEAL WITH ARE NOT ALWAYS ABLE TO REVEAL EVERYTHING THAT IS NECESSARY FOR ME TO UTILIZE, TO HELP ME REACH MY DESTINATION. AND I THOUGHT ORIGINALLY A PROBLEM THAT WAS SOLVED, THIS WHOLE THING IF THERE WAS A STANDARD WAY THAT EVERYBODY HAD TO USE TO FORMAT THE MATERIAL, THAT IT WOULD BE A ONE FIX ALL. BUT I HAD AN OPPORTUNITY ALSO TO SIT IN ON SOME OF THE EARLIER DISCUSSION, AND WHEN I HEARD SOME OF THE NUMBERS OF JUST SOME OF THE BOOKS, IT KNOCKED ME OUT OF MY TREE. STILL, I HAVE FACED WITH A CHALLENGE THIS LAST CLASS THAT I TOOK, THE SCHOOL TOLD ME THEY WOULD GET ME MY BOOK WITHIN THREE WEEKS. THE PUBLISHER DOESN'T EVEN HAVE THE BOOK FOR ME. YET STILL, I HAVE TO PAY MY MONEY AND STILL I HAVE TO DEAL WITH THE COMPLETING OF ALL OF THE ASSIGNMENTS. I HAVE A COUPLE MORE WEEKS BEFORE THE CLASS IS DONE, AND I STILL DON'T HAVE MY TEXTBOOK FROM THE AREA I HAD TO GO OUT AND PURCHASE IT FROM SOMEBODY ELSE. AND THEN I NORMALLY USE A VICTOR READER TO READ MY MATERIALS, AND THIS PARTICULAR BOOK REQUIRED A DIFFERENT READER, WHICH TO ME WAS LIKE LEARNING ANOTHER LANGUAGE BEFORE I COULD EVEN START TO RETRIEVE THE INFORMATION. THAT KIND OF ME FRUSTRATES ME SOMETIMES JUST TRYING TO PURSUE SOME OF MY GOALS AND AMBITION TO GRADUATE IN NOVEMBER. THANK YOU.

>> THANK YOU, ROBERT. ARE THERE QUESTIONS FROM ANY OF THE COMMISSION MEMBERS?

>> ROBERT, THIS IS MARK RICCOBONO. TUCK AND I WANTED TO KNOW, WHERE ARE YOU GOING TO SCHOOL?

>> PRESENTLY, I'M GOING TO SCHOOL AT OHIO CHRISTIAN UNIVERSITY.

>> ANY OTHER QUESTIONS? ROBERT, THIS IS GAIER. ARE YOU ON THE SEMESTER OR QUARTER SYSTEM?

>> SEMESTER.

>> TYPICALLY, HOW LONG DOES IT TAKE TO GET YOUR BOOKS, IF IT IS KIND OF A STANDARD BOOK, NOT A DIFFICULT ONE?

>> WELL, MOST OF THE TIME, I CAN GO TO BOOK SHARES, RB AND D, AND GET 90 PERCENT OF MY BOOKS. BUT FROM TIME TO TIME, THE SCHOOL ITSELF GENERATES A PARTICULAR BOOK. AND THAT PARTICULAR BOOK, BECAUSE REALLY IN THE SYSTEM, I CANNOT RETRIEVE THE BOOKS FROM THE STANDARD WAYS THAT I HAVE FOUND TO RETRIEVE MY BOOKS. HOWEVER, THIS LAST BOOK THAT I HAD, IT WAS AN OLDER VERSION BOOK. IT WASN'T ONE THAT WAS GENERATED BY THE SCHOOL. IT WASN'T IN THEIR SYSTEM. YET STILL, I NEEDED THE BOOK TO TAKE THIS PSYCHOLOGY CLASS THIS

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PARTICULAR TIME. THE BOOK THAT I NEED FOR NEXT QUARTER -- FOR MY NEXT CLASS ALSO WAS NOT IN THE SYSTEM. AND I'M STILL TRYING TO FIND OUT IF BY THE TIME I START THE NEXT CLASS, WILL I HAVE MY TEXTBOOK.

>> IF RFB AND D OR BOOK DO NOT CURRENTLY HAVE THE BOOK FOR YOU, THE CAMPUS TRIES TO GET THE BOOK FROM THE PUBLISHER, E TEXT FROM THE PUBLISHER?

>> YES, MA'AM.

>> WHAT FORMAT ARE THEY GIVING THE BOOK TO YOU IN?

>> WELL, THAT IS USUALLY A PDF FILE. THAT'S WHAT I AM FAMILIAR WITH. THIS ONE HERE, I HAVE TO GET FROM AMAZON. AND IT HAD A DIFFERENT WAY OF NAVIGATING THE BOOK. I HAVE BEEN USED TO HAVING THE AVAILABILITY OF A BOOK AND I CAN KEEP IT IN MY BOOKBAG AND CARRY IT WITH ME.

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NOW I HAVE TO, IF I'M AT SCHOOL AND SAY THE INTERNET OR SOMETHING, I CAN'T GET THE INTERNET, I DON'T HAVE A BOOK, WHY EVERYBODY ELSE IN THE CLASSROOM WOULD HAVE A BOOK. AND IT JUST BECOMES CUMBERSOME.

>> YES. IT IS A BOOK YOU HAVE TO DOWNLOAD FROM THE INTERNET, GOT IT. OTHER QUESTIONS?

>> IN YOUR COURSE OF STUDY, HAVE YOU HAD ACCESS TO ANY TACTILE GRAPHICS?

>> I DON'T UNDERSTAND THAT ANALOGY.

>> DIAGRAM WITH RAISED LINES.

>> I HAVE HAD TO HAVE SOME THINGS. I DON'T KNOW IF THAT FALLS UNDER THIS CATEGORY. BUT I HAD A PROBLEM WITH A MATHEMATIC BOOK. I UNDERSTAND THAT IS A PROBLEM FOR MOST PUBLISHERS BY ME SITTING IN HERE. BUT I HAD THE TEXTBOOK. ACTUALLY HAD THE MATH TEXTBOOK. HOWEVER, I DID NOT HAVE THE BOOK THAT CAME WITH IT THAT HAD ALL OF THE CHARTS IN IT. SO I WAS ABLE TO DO THE CALCULATIONS AND GET THAT, BUT THEN I WAS SUPPOSED TO GO TO THE CHARTS. THEY WERE IN A SEPARATE BOOK THAT I DID NOT HAVE IN A FORM THAT I COULD UTILIZE. SO I STILL WASN'T ABLE TO COMPLETE THE ANSWER, BECAUSE I HAD TO GET SOME EYES TO LOOK AT THE CHART SO I COULD COMPLETE MY TASK.

>> ROBERT, DO YOU READ BRAILLE?

>> NO, MA'AM.

>> SO YOU ARE RELYING JUST ON AUDIO FILES FOR YOUR LEARNING?

>> YES. I'VE ONLY BEEN VISUALLY IMPAIRED SINCE 2005. SO IT WASN'T SOMETHING THAT I HAD TO DEAL WITH ALL MY LIFE.

>> BRAVO FOR YOU GOING BACK TO SCHOOL WITH A FAIRLY NEW DISABILITY. THAT'S A REAL CHALLENGE. IS THERE ANYTHING ELSE YOU WOULD LIKE TO TELL US?

>> HELP, HELP. (laughter).

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>> THIS IS JIM FROM BOOK SHARE. HOPE WE CAN HELP YOU MORE. LET US KNOW IF WE CAN.

>> THANK YOU.

>> THANK YOU, ROBERT.

>> COMMISSION MEMBERS, TO LET YOU KNOW, THERE ARE BOXED MEALS FOR YOU, FOR THOSE STAYING ALL EVENING, SO YOU HAVE SOMETHING YOU CAN EAT. THERE IS ALSO DRINKS OUT THERE THAT ANYONE IS WELCOME TO HELP THEMSELVES TO.

>> I HAVE SOMEBODY HERE TO EXPLAIN WHAT THE VICTOR READER SCREEN IS. IT IS ACTUALLY A DAISY PLAYER. DAISY IS A DIGITAL AUDIO INFORMATION SYSTEM THAT IS NAVIGATION BY PAGE, CHAPTER HEADINGS. IT IS A GREAT WAY TO STUDY AND MUCH EASIER WAY THAN TAPE.

LINDA?

>> DOES IT GIVE YOU THE PRINTED PAGE TO LOOK AT ALSO?

>> NO, IT DOES.

>> BUT THERE IS SOFTWARE THAT DOES THAT. I THINK HE WAS TALKING ABOUT THE HARDWARE DEVICE.

>> MARK IS SHOWING YOU THERE LINDA. HE'S GOT ONE.

>> WOULD THAT HAPPEN ON AN APPLE, ALSO, OR JUST PC?

>> THERE ARE SIMILAR PRODUCTS ON THE APPLE. THE VICTOR SPOTLIGHTS IT.

>> DAISY IS A WAY OF DELIVERING CONTENT BUT THERE IS A LOT OF DIFFERENT SOFTWARE AND HARDWARE AVAILABLE FOR READING IT THE WAY YOU WANT TO READ IT.

>> NEXT PERSON WE HAVE TO TESTIFY IS ON THE PHONE. SKIP IS ACTUALLY CALLING HER.

>> THIS IS SKIP CALLING FROM THE COMMISSION. I'M GOING TO TURN THINGS OVER TO GAIER. SHE IS THE CHAIR.

>> WELCOME, SAMIRA.

>> THANK YOU FOR ALLOWING ME THE OPPORTUNITY TO DISCUSS ACCESSIBILITY.

>> THANK YOU FOR BEING WILLING TO TESTIFY. JUST TO GIVE YOU AN IDEA OF HOW THIS WILL WORK, YOU HAVE FIVE MINUTES TO TELL US YOUR STORY. THEN OUR COMMISSION MEMBERS WILL HAVE ABOUT 10 MINUTES TO ASK YOU QUESTIONS. SO YOU KNOW WHO YOU'RE GOING TO BE SPEAKING WITH, JUST INTRODUCE OURSELVES QUICKLY, MY NAME IS GAIER DIETRICH. I AM THE CHAIR OF THE COMMISSION. MARK?

>> MARK RICCOBONO, NATIONAL FEDERATION OF THE BLIND.

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>> TUCK TINSLEY, AMERICAN PRINTING HOUSE FOR BLIND.

>> BETSEY WIEGMANWIEGMAN, U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS. REPRESENTING ASSISTANT SECRETARY FOR CIVIL RIGHTS, RUSSLYNN ALI.

>> LINDA TESSLER, REPRESENTING MYSELF AS A PRIVATE CITIZEN DEALING WITH DYSLEXIA. I AM ALSO A PSYCHOLOGIST BY TRADE.

>> HOLLY ANDERSON, OFFICE OF THE UNDER SECRETARY.

>> STEPHAN SMITH, ASSOCIATION ON HIGHER EDUCATION IN DISABILITY.

>> JIM FRUCHTERMAN FROM BOOK SHARE.

>> OKAY. SO SAMIERA, PLEASE, WE WOULD LIKE TO HEAR FROM YOU.

>> OKAY. THANK YOU. I'M A FACULTY AT THE UNIVERSITY OF ARIZONA, RECENTLY TENURED. I'M AN ASSOCIATE PROFESSOR. IN THE LAST 10 YEARS -- WELL, WHEN I STARTED WORKING AT THE UNIVERSITY, IT WAS THE INFORMATION OR INTERNET ENVIRONMENT WAS MOSTLY TEXT BASED, BUT AS WE PROGRESSED, IT BECAME MORE AND MORE GRAPHIC. AS I MENTIONED IN MY NOTES THAT I SENT TO JANET, ONE OF THE ISSUES WE HAVE PROBLEMS WITH IS WHEN THE WEB SITES ARE BEING UPGRADED

OR UPDATED, USUALLY IT WOULD NOT MAKE USE OF THE LIST OF HEADERS OR TABLES IN ORDER TO FACILITATE NAVIGATION. FOR A PERSON USING THE KEYBOARD AND SPEECH OUTPUT, THEY WOULD HAVE TO USE THE DOWN ARROW TO READ THROUGH 200 LINKS IN ORDER TO FIND WHERE THEY NEED TO BE BECAUSE THERE ARE NO HEADERS TO HELP THEM FIND THE CATEGORY THEY WANT TO GO TO. I TALKED TO THE PERSONNEL, STAFF THERE, SEVERAL TIMES, AND USUALLY THE EXCUSE THEY GIVE ME IS THEY PURCHASED SOMETHING FROM VENDORS, AND THIS IS HOW IT IS. IT IS OFF THE SHELF SO THEY CANNOT MODIFY IT BUT THEY WILL TAKE THAT INTO CONSIDERATION FOR FURTHER UPDATE. BUT THAT USUALLY DOESN'T HAPPEN. ANOTHER PROBLEM IS THE SURVEYS THAT THE UNIVERSITY USES. I'VE TRIED TO FILL OUT SEVERAL SURVEYS, USUALLY THE OPTIONS THAT YOU HAVE, RADIO BUTTONS, ARE GRAPHICS, SO YOU CANNOT CHECK THEM ON AND OFF WITH A SPACE BAR OR WITH ANYTHING ELSE. SOMETIMES IF THEY USE THE LYKIRT SCALE, THE SCALE OF 1 TO 5, THEN YOU HAVE OPTIONS BUT YOU DON'T KNOW WHICH NUMBER GOES WITH WHICH OPTION, YOU DON'T KNOW WHAT TO CHECK. AGAIN, I WAS TOLD THEY PURCHASE OFF THE SHELF SURVEYS AND THEY ASSUME ACCESSIBILITY IS BEING TAKEN CARE OF, BUT MOST OFTEN, THIS IS NOT THE CASE. ALSO, WE DO NOT HAVE THE TECH SUPPORT THAT SIGHTED FACULTY AND STUDENTS GET. WE HAVE A 24/7 HELP LINE, SO ANY SIGHTED PERSON CAN CALL AND ASK FOR ADVICE OR HELP WITH ANY ISSUE, BUT WHEN I HAVE A PROBLEM THAT IS RELATED TO INTERACTION WITH THE SCREEN READERS, USUALLY THEY DON'T HAVE SOMEBODY WHO IS KNOWLEDGEABLE ENOUGH TO TROUBLESHOOT AND HELP WITH THAT. WE HAVE ONE PERSON IN THE UNIVERSITY INFORMATION TECHNOLOGY CENTER, AND HIS NAME IS JEFF BISHOP, WHO MAY BE FAMILIAR TO SOME OF YOU. USUALLY HE HELPS ME, BUT THIS IS NOT HIS JOB. HIS JOB IS A COMPUTER PROGRAMMER. WE DON'T HAVE PEOPLE LIKE HIM WHO ARE KNOWLEDGEABLE ENOUGH TO BE EMPLOYED AT THE HELP DESK. SAME PROBLEM APPLIES TO THE DISABILITY RESOURCE CENTER, WHERE WE HAVE A SIGHTED PERSON, ASSUMING THE RESPONSIBILITY OF HELPING STUDENTS WITH -- WHO USE ADAPTIVE TECHNOLOGY, BUT UNFORTUNATELY, HER KNOWLEDGE OF JAWS AND OTHER ON SPEECH READERS CONSISTS OF RUNNING JAWS UP AND DOWN -- RUNNING THE CURSOR UP AND DOWN THE SCREEN AND JAWS READS EVERYTHING, DEEMS IT AS ACCESSIBLE.

BUT THERE IS NO ATTEMPT TO ACTUALLY PERFORM ALL OF THE FUNCTIONS THAT ARE AVAILABLE ON THE PAGE TO SEE YOU CAN ACTUALLY LOCATE ALL OF THE KEYS YOU NEED WITH SHORTCUTS OR WITH HOT KEYS. FOR EXAMPLE, SOMETIMES IF THERE IS A SAVE BUTTON OR A STARTOVER BUTTON, USUALLY THE KEYBOARD DOES NOT -- SCREEN READER DOES NOT RECOGNIZE IT SO YOU CANNOT FIND IT IN THE LIST OF LINKS WITHIN CERTIFICATE AT SEVEN, AND YOU CANNOT LOCATE IT AS A CLICKABLE ELEMENT WITH A SLASH BAR. SO THE PROBLEM CONSISTS OF SEVERAL THINGS. NOT HAVING TECH SUPPORT AVAILABLE FOR ADAPTIVE TECHNOLOGY, NOT HAVING HELP, PROVIDING HELPFUL INFORMATION. ALSO, WHEN YOU HAVE A WEB SITE AND IT HAS A HELP LINK FOR

INSTRUCTIONS ON HOW TO USE THE PROGRAM, USUALLY IT REFERS TO MOUSE NAVIGATION AND VISUAL ACCESS, BUT IT NEVER HAS ANY KIND OF INFORMATION FOR KEYBOARD NAVIGATION AND NONVISUAL ACCESS. BASICALLY WE ARE LEFT DEPEND FOR OURSELVES. AND IN OTHER WORDS, IT MAKES IT MORE TIME CONSUMING AND EFFORT CONSUMING FOR US TO PERFORM OUR JOBS COMPARED TO OUR SIGHTED PEERS.

>> THANK YOU, SAMIERA. COMMISSION MEMBERS, DOES ANYONE HAVE ANY QUESTIONS?

>> THIS IS LINDA TESSLER. I AM TELLING YOU THAT I CAN'T IMAGINE THE FRUSTRATION OF WHAT YOU ARE DESCRIBING, TRYING TO NAVIGATE THROUGH THAT SYSTEM.

>> YES, VERY FRUSTRATING.

>> THIS IS GAIER. SO YOU'RE A FACULTY AT U OF A. HOW ARE THEY DOING IN TERMS OF -- HOW ARE YOU GETTING YOUR MATERIALS THAT YOU'RE TEACHING FROM? ARE YOU ABLE TO GET YOUR BOOKS IN A FORMAT THAT'S ACCESSIBLE FOR YOU?

>> I TRY TO -- I GET THEM SCANNED. SO THERE IS A STUDENT WORKER AND SHE TRIES TO SCAN THINGS FOR ME. BUT IF THE SCAN DOES NOT COME OUT CORRECTLY, USUALLY SHE DOES NOT KNOW WHAT TO DO WITH IT OR HOW TO FIX THE SETTINGS IN ORDER TO GET A GOOD SCAN. MOSTLY I PROVIDE ACCESS FOR MYSELF, SO I GET EVERYTHING AND TRY TO SCAN IT MYSELF AND TRY TO BRAILLE IT MYSELF. IF I NEED HELP, USUALLY I ASK DRC IF THEY HAVE ANY INFORMATION, FOR EXAMPLE, SHALL I USE THIS VERSION OF ADOBE OR SHALL I USE THAT VERSION, IS IT ACCESSIBLE WITH JAWS. THAT KIND OF INFORMATION CAN BE PROVIDED. IF I NEED SPECIFIC INSTRUCTION ON, FOR EXAMPLE, HOW TO CHANGE THE SETTINGS SO IT IS MORE COMPATIBLE WITH THIS PROGRAM OR THAT PROGRAM, USUALLY I DON'T GET MUCH HELP ON THAT.

>> HAVE YOU EVER BEEN ABLE TO GET E TEXT VERSIONS FROM THE PUBLISHERS?

>> I HAVE NOT TRIED THAT YET. MOST OF THE WORK I DO ACTUALLY IS MORE ARTICLE BASED THAN TEXTBOOK BASED, BECAUSE I TEACH MORE GRADUATE AND UPPER-LEVEL UNDERGRADUATE COURSES. MOST OF THE INFORMATION -- MOST OF THE MATERIAL I USE IS ARTICLE BASED, SO I HAVE THE ARTICLE SCANNED.

>> MUCH HARDER TO SCAN THAN A BOOK. AND ARE YOU USING JAWS? DO YOU USE ANY OTHER SCREEN READERS, NVDA OR JUST JAWS?

>> PRIMARILY JAWS.

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>> WHAT YOU ARE ENCOUNTERING IS WEB PAGES THAT ARE TECHNICALLY ACCESSIBLE AND YET THEIR USABLE IS VERY LOW.

>> RIGHT. YOU CAN MAYBE READ WHAT'S ON THE PAGE, BUT TO PERFORM THE FUNCTION IS A PROBLEM. ANOTHER PROBLEM THAT I MENTIONED ALSO, THE REFRESHABLE PAGES. THE LATEST UPDATE IS TO HAVE WEBSITE WITH REFRESHABLE PAGES SO EACH TIME YOU DO SOMETHING, IT REFRESHES THE PAGES AND THE JAWS PERSON GOES UP TO THE TOP OF THE PAGE AND YOU HAVE TO READ THE PAGE AGAIN TO

FIND OUT WHERE YOU ARE. I TOLD THEM THIS DOES NOT WORK WITH SCREEN READERS. THAT'S THE LATEST. THAT'S EFFICIENT FOR SIGHTED USERS, BUT OBVIOUSLY IT MAKES IT LESS USABLE FOR US.

>> COMMISSION MEMBERS, ANY OTHER QUESTIONS FOR SAMIERA?

>> OTHER THAN THE AMERICANS WITH DISABILITIES ACT, ARE THERE ANY OTHER LAWS THAT HELP YOU, OR IS IT PRETTY MUCH, YOU KNOW, YOU FEEL LIKE YOU'RE GETTING AS MUCH AS YOU'RE GOING TO GET UNDER THE EXISTING LEGAL STRUCTURE? I GUESS MY QUESTION WOULD BE, IS THERE ANYTHING WE CAN DO TO HELP YOU?

>> IF YOU'RE ASKING ABOUT LOCAL REGULATIONS AT THE UNIVERSITY, NOTHING OTHER THAN THE ADA WOULD PROBABLY GIVE ME ANY PROTECTIONS. I WAS CONSIDERING CHECKING WITH THE ATTORNEY GENERAL, WITH THE CIVIL RIGHTS COMMISSION TO SEE IF THEY CAN DO ANYTHING ABOUT IT, KIND OF RUN AN INVESTIGATION AND GIVE THE UNIVERSITY SOME ADVICE ON HOW TO MAKE THEIR ONLINE ENVIRONMENT MORE ACCESSIBLE TO PEOPLE WHO USE SCREEN READERS. BUT I DON'T KNOW OF ANY OTHER LAWS THAT WOULD PROTECT US, OTHER THAN THE ADA.

>> THIS IS MARK RICCOBONO. JIM WAS KIND OF POINTING AT WHAT I WANTED TO GET AT, WHICH WAS MAYBE NOW WE CAN ASK THIS QUESTION, SINCE YOU SAID YOU'RE RECENTLY TENURED.

>> THAT'S ONE THING I CAN SAY, IT HAS NOT AFFECTED YOUR JOB.

>> I GUESS MAYBE THAT BRINGS UP ANOTHER QUESTION I HAD IN MIND. BUT I DID WANT TO -- IF YOU WERE ABLE TO QUANTIFY AT ALL, HOW MUCH EXTRA TIME DO YOU THINK YOU PUT IN TO YOUR WORK, SIMPLY TO MAKE THINGS ACCESSIBLE SO YOU CAN DO THE WORK THAT YOU'RE HIRED TO DO? IF YOU CAN AT ALL QUANTIFY THAT IN TERMS OF TIME, THAT WOULD BE HELPFUL. ALSO, I GUESS -- AND YOUR ANSWER MAY BE DIFFERENT NOW THAT YOU ARE TENURED. ABOUT BUT HOW COMFORTABLE DO YOU FEEL IN TERMS OF PUSHING THE UNIVERSITY? THERE IS A BALANCE BETWEEN HOW MUCH YOU CAN PUSH AND PROTECTING YOUR JOB, WHICH IS YOUR LIVELIHOOD. CAN YOU MAYBE ADDRESS THAT SECOND POINT? WHAT IS THE ENVIRONMENT LIKE IN TERMS OF BEING ABLE TO ADVOCATE FOR ACCESSIBILITY WITHIN THE UNIVERSITY?

>> BEFORE GETTING TENURED, I FELT VERY UNCOMFORTABLE. AND I TALKED TO THE EEOC HERE AT THE UNIVERSITY. THEY SAID IT IS BETTER TO DO THIS KIND OF LOCALLY IN ORDER TO PROTECT MY TENURE, I WAS ADVISED NOT TO MAKE A LOT OF NOISE ABOUT IT. NOW THAT I'M TENURED, I AM CONCERNED ABOUT PROMOTION, BECAUSE IN ORDER TO BE PROMOTED, I NEED TO DO MORE RESEARCH, AND THAT REQUIRES ACCESSING THE LIBRARY SITE, WHICH IS NOT FULLY ACCESSIBLE, AND ALSO DO A LOT OF WORK ONLINE BUT WITH THE UNIVERSITY SITE NOT BEING VERY

ACCESSIBLE, I END UP SPENDING MORE TIME ACTUALLY TRYING TO FIGURE OUT WHAT KEYS TO USE AND WHAT TO DO IN ORDER TO GET -- TO PERFORM A CERTAIN FUNCTION RATHER THAN ACTUALLY PERFORMING THE FUNCTION. I FEEL MORE COMFORTABLE PURSUING SOMETHING NOW THAN BEFORE I

GOT TENURED, SIMPLY BECAUSE IT IS MORE DIFFICULT TO LAYOFF A PERSON WHO IS TENURED BEFORE THAT. MAYBE THE UNIVERSITY WOULD BE MORE RESPONSIVE NOW THAT MY JOB IS A LITTLE MORE STABLE THAN IT WAS BEFORE. BUT AS FAR AS QUANTIFYING, I WOULD SAY MANY HOURS. I DON'T KNOW HOW TO QUANTIFY, IF YOU WANT HOW MANY HOURS, BUT NOT A DAY WILL PASS WITHOUT SPENDING A FEW HOURS TRYING TO FIGURE OUT HOW TO ACCESS SOMETHING INSTEAD OF ACTUALLY DOING WHAT I NEED TO DO.

>> THANK YOU SO MUCH, SAMIERA, FOR BEING WILLING TO TESTIFY TODAY.

>> I HOPE THIS IS HELPFUL TO YOU, AND I HOPE YOU CAN HELP US IN GENERAL, STUDENTS AND FACULTY IN MAKING THE UNIVERSITY MORE ACCESSIBLE TO US.

>> THANK YOU. WE DO, TOO.

>> DAN, THIS IS CALLING ON BEHALF OF THE COMMISSION. I AM GOING TO TURN YOU OVER TO GAIER.

>> HI. MY NAME IS GAIER DIETRICH. I AM THE CHAIR OF THIS COMMISSION. THANK YOU VERY MUCH FOR BEING WILLING TO TESTIFY. I WANTED TO GIVE YOU A LITTLE SENSE OF HOW THIS IS GOING TO WORK. WE'LL GIVE YOU ABOUT FIVE MINUTES TO TELL US YOUR STORY, GIVE US YOUR TESTIMONY, AND THEN WE WILL HAVE AROUND 10 MINUTES FOR THE COMMISSION MEMBERS TO ASK QUESTIONS. YOU WILL GET A CHANCE TO RESPOND OR CLARIFY ANYTHING, IF THEY HAVE ANY QUESTIONS. I WANT TO START OUT BY VERY BRIEFLY HAVING THE COMMISSION MEMBERS INTRODUCE THEMSELVES AND TELL WHERE THEY ARE FROM.

>> MARK RICCOBONO, WITH THE NATIONAL FEDERATION OF THE BLIND.

>> TUCK TINSLEY WITH THE AMERICAN PRINTING HOUSE FOR THE BLIND.

>> BETSEY WIEGMAN WITH U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS. I'M REPRESENTING ASSISTANT SECRETARY FOR CIVIL RIGHTS RUSSLYNN ALI.

>> LINDA TESSLER, PRIVATE CITIZEN, SCHOLAR IN DYSLEXIA, SEVERELY DYSLEXIC MYSELF, PSYCHOLOGIST BY TRAIT.

>> HOLLY ANDERSON, OFFICE OF THE UNDER SECRETARY, U.S. DEPARTMENT OF EDUCATION.

>> STEPHAN SMITH, ASSOCIATION ON HIGHER EDUCATION AND DISABILITY.

>> JIM FRUCHTERMAN FROM BOOK SHARE.

>> THANK YOU. DAN, PLEASE.

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>> OKAY. I'VE A LOT TO COVER IN A SHORT AMOUNT OF TIME. IF YOU WOULDN'T MIND GIVING ME A HEAD'S UP AT THE ONE-MINUTE MARK, THAT WOULD BE GREAT. MY NAME IS DAN SCHUME. I RESIDE IN TUCSON, ARIZONA. I'D LIKE TO SPEND A FEW MOMENTS TO TALK ABOUT THE -- IT SOUNDS LIKE A FEW OF YOU ARE AWARE, BUT JUST TO CLARIFY FROM MY POINT OF VIEW.

I HAVE BIPOLAR DISORDER, AND TYPE 1 I'M WAITING FOR MY DISABILITY APPLICATION TO GO THROUGH. AND UNFORTUNATELY -- BOY, I HAD IT ALL PLANNED OUT AND HOW I WAS GOING TO SPEAK AND NOW IT IS FLOWING THROUGH. BEAR WITH ME HERE. I GUESS MY STORY AS FAR AS COLLEGIATE ACTIVITY IS, AND THEN I WILL GO INTO WHERE WE'RE HAVING SOME PROBLEMS IN TUCSON, COMING OUT OF HIGH SCHOOL, I HAD ALMOST A PERFECT 4.0 GRADE POINT AVERAGE. I'VE SWUNG FROM VERY MANIC TO VERY DEPRESSIVE ALL THROUGHOUT HIGH SCHOOL AND ELEMENTARY SCHOOL, AND AS FAR AS I CAN REMEMBER. COMING OUT OF HIGH SCHOOL, I HAD GOT OFFERED SCHOLARSHIPS TO THE UNIVERSITY OF ARIZONA AND OTHER INSTITUTIONS. I WASN'T QUITE READY TO GO TO A MAJOR INSTITUTION, SO I TRIED GOING TO PIMA COLLEGE, WHICH ANYBODY WHO PAID ATTENTION TO ANYTHING, THE GABRIEL GIFFORDS SHOOTING THAT HAPPENED IN JANUARY, THIS GENTLEMAN WAS A STUDENT AT THAT PARTICULAR INSTITUTION AND HE FELL THROUGH THE CRACKS. WITHIN A WEEK OF BEING ENROLLED IN THE HIGHER INSTITUTION, I ACTUALLY JUST LEFT. THE IDEA OF COLLEGE WAS TOO BIG FOR ME TO GRASP. EVEN THOUGH MENTAL ILLNESS IS THAT HIDDEN DISABILITY, YOU KNOW, YOU CAN'T SEE IT, YOU CAN'T TOUCH IT, YOU CAN'T FEEL IT, YOU DON'T NEED A WHEELCHAIR RAMP TO GET AROUND IT. YOU CAN TALK INTELLIGENTLY, YOU CAN WRITE EFFECTIVELY. IT IS EASY TO OVERLOOK AND THINK, OH, THIS PERSON DOESN'T HAVE A DISABILITY. BUT IN ALL REALITY, THAT'S NOT TRUE AT ALL. IN FACT, CONVERSELY, IT IS HORRIBLY BAD. THERE IS A LOT OF FOCUS, AT LEAST OUT HERE, I'M SURE AROUND THE NATION, AS WELL, OF HOW CAN FACULTY AND DISABILITY STAFF OF THESE PARTICULAR INSTITUTIONS, WHETHER POST-SECONDARY OR PRIMARY, ELEMENTARY SCHOOLS AND WHATNOT, HOW WE CAN CATCH THE DISABILITIES BEFORE THEY BECOME, I GUESS, THE WORST-CASE SCENARIO. HAVING PEOPLE LIKE MYSELF DROPPING OUT, HOW WE CAN HELP THEM BECOME MORE SUCCESS AND CATCH THEM EARLY ENOUGH. SO I THINK AWARENESS, AT LEAST OUT HERE, AWARENESS THAT'S AVAILABLE IS -- AS FAR AS -- WHAT AM I LOOKING FOR --

>> ONE MINUTE, DAN.

>> THANK YOU. QUICKLY, THERE IS QUITE A BIT OF OPPORTUNITIES FOR PEOPLE WITH DISABILITIES, COUNSELING, AVAILABLE OPTIONS THROUGH THE INSTITUTIONS THEMSELVES, FOR ANYBODY TO BE SUCCESSFUL. BUT THE INFORMATION IS NOT BEING PUSHED OUT TO THE AGENCIES. MY GIRLFRIEND WORKS IN THE FINANCIAL AID DEPARTMENT AT THE UNIVERSITY OF ARIZONA. SHE'S TELLING ME ABOUT ALL OF THE DIFFERENT SCHOLARSHIPS. AGAIN, LIKE I SAID, POST-SECONDARY SCHOOL IS JUST TOO BIG. ONE OF MY THINGS THAT I WOULD LIKE TO SEE HAPPEN AND HOW I CAN HELP OTHER PEOPLE IS HELP NARROW THAT DOWN TO SOMETHING MORE ACHIEVABLE THAN FOUR YEARS INSTEAD OF JUST LET'S WORK ON ONE SEMESTER AT A TIME. YOU DON'T HAVE TO TACKLE IT ALL IN FOUR YEARS. JUST ONE SEMESTER, ONE CLASS, WHATEVER.

I THINK THAT ABOUT SUMS IT UP.

>> OKAY. THANK YOU, DAN. COMMISSION MEMBERS, DOES ANYONE HAVE ANY QUESTIONS FOR DAN?

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>> COME ON, HIT ME WITH YOUR BEST SHOT.

>> DAN, THIS IS GAIER. I'M WONDERING, HAVE YOU USED VARIOUS ACCOMMODATIONS IN YOUR SCHOOLING, AND IF SO, WHAT HAVE THEY BEEN?

>> I HAVE NOT. AT THE TIME THAT I WAS LOOKING AT COLLEGE, YOU KNOW, IN '97, '98, THE RESOURCES WERE NOT NECESSARILY AVAILABLE, OR IF THEY WERE -- OKAY. LET ME BACKTRACK. MY DIAGNOSIS WASN'T THERE. I DIDN'T HAVE ANY IDEA WHY I WAS SWINGING BOTH DIRECTIONS. AND LITERALLY, I GOT MY FINANCIAL AID AND THAT WAS THE LAST OF MY SCHOOLING. I'D LIKE TO GO BACK, BUT, AGAIN, IT'S TOO BIG. I DON'T WANT TO -- POTENTIALLY, ME GOING -- IT COULD SET OFF SERIOUS TRIGGERS, WHICH WOULD BE EXTREMELY BAD FOR MYSELF, MY FAMILY, PEOPLE AROUND ME. AND, AGAIN, I WOULD NOT BE ABLE TO BE EFFECTIVE, OR GET THE INFORMATION OR LEARNING I COULD USE. SO I'M STUCK WITH BEING SELF-EDUCATED.

>> I'M WONDERING, DAN, IF YOU'VE EVER CONSIDERED OR IF YOU'VE TRIED TAKING AN ONLINE COURSE.

>> YOU KNOW, I HAVE CONSIDERED THAT. I'M VERY MUCH PRO TECHNOLOGY. IN FACT, BEFORE I HAD TO LEAVE WORKING, I WAS A GRAPHIC DESIGNER AND PROGRAMMER. YEAH, I'M VERY FAMILIAR, WITH ONLINE CLASSES. BUT, AGAIN, I'M A VERY VISUAL PERSON. THE TECHNOLOGY WHEN I WAS LOOKING AT IT WASN'T LIKE IT WAS TODAY, WHERE YOU HAD ON TO GO TO A MEETING, AND WHERE THERE IS THE VISUAL PRESENTATION, AS WELL AS THE READING INFORMATION. SO IT IS JUST CHANGED OVER THE LAST -- I MEAN, TECHNOLOGY CHANGES EVERY YEAR, BUT IN THE LAST 10, 20 YEARS, THERE'S BEEN A DIFFERENCE.

>> IN FACT, IN THE LAST SIX MONTHS.

>> YES. YOU WRITE A WEB SITE TODAY AND IT IS OUT OF DATE YESTERDAY.

>> THANK YOU VERY MUCH. I APPRECIATE YOU TAKING THE TIME TO SPEAK WITH US.

>> ABSOLUTELY. THANK YOU VERY MUCH. IF I CAN JUST ADD ONE MORE THING. AS A MEMBER OF VARIOUS DIFFERENT MENTAL HEALTH ORGANIZATIONS, AND THE CHAIRPERSON OF A MEMBER ADVISORY BOARD TO A LOCAL MENTAL HEALTH ORGANIZATION, I'M NOT THE ONLY ONE THAT IS EXPERIENCING THE SAME THING. IDEALLY, IF THERE WAS ONE CATCH-ALL FIX OR GOOD PLACE TO START, IT'S HAVING CASE MANAGERS AWARE OF THE AID AND COUNSELING AVAILABLE THROUGH THE INSTITUTION TO HELP PEOPLE WITH DISABILITIES TO BE MORE SUCCESSFUL.

>> RESOURCES AVAILABLE?

>> CORRECT. AT THE CASE MANAGER LEVEL. THEY'RE THE ONES TALKING WITH THE -- WE CALL THEM MEMBERS, NOT CLIENTS. BUT THE CLIENTS, THEY'RE THE ONES THAT ARE PUSHING THROUGH VARIOUS DIFFERENT GROUPS AND HELPING THEM BE SUCCESSFUL IN LIFE. IF THEY'RE THE ONES THAT HAVE THE INFORMATION AND HOW TO GO ABOUT FILLING OUT THE FAFSA AND OTHER PIECES OF INFORMATION, THEN THEY CAN PUSH IT OUT TO THE CLIENT, THE ONES WHO NEED IT.

>> IF THE CASE MANAGERS WERE AWARE, IT WOULD BE MUCH MORE HELPFUL TO YOU.

>> ABSOLUTELY. IT IS ONE THING FOR AN INITIATIVE TO GET STUCK IF THE ADMINISTRATIVE DEPARTMENT. IN FACT, I'D BE WILLING TO BET THAT'S CURRENTLY

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WHERE IT IS WITH MY ORGANIZATION. STUCK AT THE ADMINISTRATION LEVEL, HOW DO WE PUSH THIS OUT TO PEOPLE. I THINK EVERYBODY HAS ENCOUNTERED THAT AT SOME POINT IN TIME, WHERE AN INITIATIVE JUST STALLS BECAUSE SOMEBODY NEEDS TO MAKE A DECISION, AND IT DOESN'T HAPPEN, OR HAPPEN FAST ENOUGH.

>> WONDERFUL. WE HAVE YOU ON RECORD. THANK YOU VERY MUCH FOR TAKING THE TIME.

>> THANK YOU VERY MUCH. IF AT ANY POINT IN TIME YOU NEED A FELLOW, PLEASE FEEL FREE TO GET IN TOUCH WITH ME.

>> OKAY. THANK YOU. WE HAVE FOUR MINUTES BEFORE OUR NEXT CALL, SO IF YOU WANT TO TAKE A REALLY QUICK BREAK, ANYONE, THIS WOULD BE THE TIME TO DO IT.

>> ANGELA, YOU WILL NEED TO MUTE YOUR I LINK AUDIO OR WE WILL GET FEEDBACK ON THE PHONE. ANGELA, PLEASE MUTE YOUR I LINK AUDIO AND WE WILL CALL IN ABOUT A MINUTE. THANK YOU.

>> HI, ANGELA. I'M GAIER DIETRICH. I AM THE COMMISSION CHAIR. JUST TO GIVE YOU AN IDEA OF HOW THIS IS GOING TO WORK, YOU WILL HAVE ABOUT FIVE MINUTES TO TELL US YOUR STORY. THEN FOLLOWING THAT, WE WILL HAVE A FEW MINUTES FOR THE COMMISSION MEMBERS TO ASK YOU QUESTIONS OR TO GET CLARIFICATION ON ANYTHING YOU MIGHT HAVE SAID. AND I'M GOING TO START OUT BY HAVING THE COMMISSION MEMBERS WHO ARE HERE BRIEFLY INTRODUCE THEMSELVES.

>> MARK RICCOBONO, NATIONAL FEDERATION OF THE BLIND.

>> TUCK TINSLEY, AMERICAN PRINTING HOUSE FOR BLIND.

>> BETSY WIEGMAN, U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS, REPRESENTING ASSISTANT SECRETARY FOR CIVIL RIGHTS, RUSSLYNN ALI.

>> LINDA TESSLER, SCHOLAR IN LEARNING DISABILITIES, SEVERELY DYSLEXIC, PSYCHOLOGIST.

>> HOLLY ANDERSON, OFFICE OF UNDER SECRETARY, U.S. DEPARTMENT OF EDUCATION.

>> JIM FRUCHTERMAN FROM BOOK SHARE.

>> THANK YOU. ANGELA?

>> HELLO. I'M DR. ANGELA HEVONEY. I LIVE IN PITTSBURGH, PENNSYLVANIA. I'M CURRENTLY A PART-TIME INSTRUCTOR AT DUQUESNE UNIVERSITY IN PITTSBURGH, PENNSYLVANIA. I HOLD SEVERAL DEGREES, SO I'M CALLING AS AN INSTRUCTOR RATHER THAN A STUDENT, SO YOU KNOW WHAT PERSPECTIVE I'M TALKING FROM. I ALWAYS HAD VISUAL IMPAIRMENT; HOWEVER, IT WAS NOT BAD ENOUGH TO KEEP ME FROM PURSUING MY CAREER GOALS. I DID RECEIVE A MASTER'S DEGREE IN CHICAGO IN PHYSIOLOGY. DID NOT GET A PH.D. FOR POLITICAL REASONS THAT HAPPENED IN GRADUATE SCHOOL. RETURNED TO DUQUESNE UNIVERSITY, BECAME A PHARMACIST AND SUBSEQUENTLY GOT THE DOCTOR OF PHARMACY DEGREE, WHEN IT WAS STILL A GRADUATE DEGREE. THAT'S BEFORE IT BECAME A STRAIGHT-THROUGH PROFESSIONAL PROGRAM, AS IT IS NOW. WHAT I WANTED TO TALK ABOUT PRIMARILY IS THE BLACKBOARD SYSTEM THAT IS USED BY UNIVERSITIES. THE REASON BEING, IN THE PAST

AT DUQUESNE UNIVERSITY, I HAD SERVED AS A PART-TIME INSTRUCTOR, BOTH AT HOSPITALS WHERE I WAS WORKING, PRIMARILY SAINT FRANCES MEDICAL CENTER, WHICH IS NO LONGER ON THE MAP, IT WAS TAKEN OVER BY ANOTHER SYSTEM, ET CETERA, AND CLOSED. BUT TAUGHT STUDENTS ON PREMISES IN CLINICAL ROTATIONS, AND THEN ALSO GAVE LECTURES IN VARIOUS COURSES IN THE DOCTOR OF PHARMACY PROGRAM, AND THEN IN THE UNDERGRADUATE PHARMACY SCHOOL PROGRAM. IN 2002, MY VISION BECAME WORSE AND I BECAME LEGALLY BLIND. IN TURN, I BECAME A USER OF JAWS AND MAGIC. I'VE BEEN USING ACCESS TECHNOLOGY FOR SOME YEARS NOW, AND I'M FAIRLY PROFICIENT. WHEN MY -- HOW CAN I SAY THIS? THE CURRICULUM IS UNDER A LOT OF CHANGES. SO LAST FALL, I WAS ASKED TO BECOME A GRADER OF STUDENT PAPERS AND HOMEWORK OVER THE BLACKBOARD SYSTEM. AND, OF COURSE, BLACKBOARD HAD BEEN ADVERTISED TO BE ACCESSIBLE TO JAWS USERS. AND I -- OF COURSE, I WAS USING IT FROM THE INSTRUCTORS' END. WHAT I WANTED TO SAY IN A NUTSHELL IS IT DEFINITELY IS NOT ACCESSIBLE FOR THE INSTRUCTOR. I KNOW THAT MEMBERS OF THE COMMISSION WOULD -- ARE PROBABLY PRIMARILY THINKING OF STUDENTS THAT ARE HAVING VISUAL IMPAIRMENTS OR OTHER DISABILITIES, BUT THANK GOD SOME OF US HAVE MADE IT TO THE FACULTY REALM. THINGS SUCH AS BLACKBOARD ARE STILL NOT ACCESSIBLE TO US. I DID HAVE SOME TRAINING PROVIDED BY THE UNIVERSITY BUT THEY HAD NO ONE THERE THAT COULD HELP ME USE THE SYSTEM WITH JAWS. I HAD A PERSON THAT THE STATE OFFICE OF VOCATIONAL REHABILITATION PROVIDED TO ME, AND HE ACTUALLY CAME TO THE CAMPUS AND WE TRIED TO MAKE THE SYSTEM WORK.

WITH A LOT OF CAJOLING, AND A SIGHTED PERSON NEXT TO YOU TELLING YOU TO SCROLL DOWN PAST A BUNCH OF SCREENS THAT YOU REALLY COULDN'T READ, AND SHIFT TAB BACKWARDS, AND I THINK YOU GET MY DRIFT, YOU COULD SORT OF NAVIGATE THE SYSTEM. I WAS ABLE TO GET INTO BLACKBOARD, LOCATE COURSE MATERIALS, BUT THE PART WHERE YOU HAD TO ACTUALLY GO IN AND ENTER GRADES WAS REALLY NOT ACCESSIBLE AT ALL. IT COULD HAVE BEEN RENDERED VERY EASILY ACCESSIBLE. PROBLEMS WITH GETTING INTO THE GRADE BOOK, WHICH WAS BASICALLY A FANCY EXCEL SPREADSHEET, YOU HAD TO ACCESS PADLOCKED CELLS IN THE SPREADSHEET. BUT THERE WAS NO WAY TO DETECT THEM WITH JAWS. THEY WEREN'T CODED PROPERLY TO BE FOUND. WITH SOME DIFFICULTY, IT WAS POSSIBLE. THE ONLY WAY I COULD END UP GETTING MY JOB DONE WAS HAVING THE SCHOOL TAKE THE STUDENT FILES, THEIR HOMEWORK REPORT, STICK THEM IN A MASSIVE ZIPPED FILE AND E-MAIL THEM TO ME. I WOULD GRADE THEM AT HOME AND THEN HAVE TO CALL MY BOSS AND THEN READ HER THE GRADES, AND THEN SHE WOULD HAVE TO GET INTO THE GRADE BOOK AND ENTER THE GRADES HERSELF. OF COURSE, THE WHOLE IDEA WAS FOR ME TO GRADE THE PAPERS AND PUT THE GRADE MYSELF, COULDN'T DO. SO WHAT I'M PROPOSING IS TO PLEASE -- AND I KNOW THERE MAY BE SIMILAR SYSTEMS TO BLACKBOARD. I BRIEFLY TAUGHT FOR EIGHT MONTHS AT COMMUNITY COLLEGE OF ALLEGHENY COUNTY. THEY HAD SOMETHING CALLED OASIS, WHICH I ASSUME IS SIMILAR TO BLACKBOARD. BUT THE SYSTEMS -- AND I HAD TROUBLE WITH THAT AT THAT TIME. BUT MY VISION WAS STILL A LITTLE BETTER THAN IT IS NOW, AND THE WORK NEEDED TO MAKE THESE SYSTEMS COMPATIBLE IS SORT OF HALFWAY THERE. AND I WANTED TO BRING TO THE COMMISSION'S ATTENTION THAT THIS IS BEING USED FOR COURSEWORK. THE STUDENTS ARE REQUIRED TO LOG ONTO BLACKBOARD. ANY HANDOUTS OR INSTRUCTIONAL MATERIAL, DIRECTIONS FOR WHEN THEY ARE SUPPOSED TO BE IN CLASS OR WHEN THERE IS A TEST ARE ON THE SYSTEM. THEY ARE NO LONGER HANDED OUT IN CLASS. ALL STUDENTS HAVE TO BE ABLE TO GET IN THERE, READ THEIR STUFF IN ADVANCE, PRINT OUT ANYTHING THEY NEED ON THEIR OWN, SEND THEIR HOMEWORK IN THAT WAY. IN FACT, EXAMS ARE NOW BEING ADMINISTERED THAT WAY. IT WAS HOPED THAT THE STUDENTS WOULD BE ABLE TO TAKE THE EXAM ON THE

INTERNET, HIT THE BUTTON, SUBMIT IT, AND I WOULD BE SITTING SOMEWHERE ELSE AND GRADING IT.

THE UNIVERSITIES ARE ACTUALLY TRYING TO DO THIS, AND I DIDN'T KNOW IF THE COMMISSION WAS AWARE OF THIS. THIS IS WITHIN SCHOOL CLASSES. THIS IS NOT COURSES AT HOME OVER THE INTERNET. THEY WANT TO GO PAPERLESS. BUT HE WHEN IT IS NOT ACCESSIBLE TO YOU, AND YOU'RE SUPPOSED TO BE THE INSTRUCTOR, THERE IS A MAJOR PROBLEM. AND I THINK THE PROBLEMS COULD BE SOLVED VERY EASILY BY JUST

CODING THE LINKS PROPER -- PUTTING LINKS WHERE CELLS ARE, WHERE GRADES NEED TO BE ENTERED, MAKING BUTTONS AND LINKS REALLY WORK SO YOU CAN GET INTO THE GRADES OR THE WHATEVER. I DON'T WANT TO RAMBLE. SO IF YOU WOULD LIKE TO ASK ME QUESTIONS AND I COULD CLARIFY ANYTHING YOU WOULD LIKE TO KNOW.

>> THANK YOU. THANK YOU BOTH FOR BRINGING THE INSTRUCTOR POSITION AND ALSO FOR MAKING THE COMMISSION AWARE OF SOME OF THE PROBLEMS THAT ARE INHERENT IN THESE COURSE WARE MANAGEMENT SYSTEMS, BOTH ON THE STUDENT SIDE AND INSTRUCTOR SIDE. ANY COMMISSION MEMBERS HAVE ANY QUESTIONS?

>> THIS IS LINDA TESSLER. I WAS CURIOUS, WHAT COURSE DO YOU TEACH? WHAT'S YOUR SPECIALTY?

>> MY SPECIALTY?

>> WHAT COURSES DO YOU TEACH?

>> THE COURSE THAT I WAS TEACHING, PATIENT COUNSELING, WHICH IS HOW TO COUNSEL PATIENTS ON THEIR MEDICATIONS, NOT HEAVY DUTY PSYCHOLOGY. ALSO FARM SUIT CHEMISTRY LAB, WHERE STUDENTS LEARN TO COMPOUND MEDICATIONS. ALSO, THE UPPER-LEVEL OF THAT COURSE WAS A STERILE PRODUCTS COURSE, WHERE THEY LEARNED TO PREPARE INTRAVENOUS PRODUCTS AND INJECTIONS, STERILE INJECTIONS. AND I USED TO TEACH THE TECHNIQUES RIGHT IN THE LAB, BUT ONCE MY VISION GOT WORSE, THEY WERE KIND OF -- THEIR PERCEPTION WAS I COULDN'T TEACH IT, WHICH I CAN STILL DO IT. BUT THAT'S WHY THEY SWITCHED ME TO GRADING THE LAB REPORTS INSTEAD OF ACTUALLY TEACHING IN THE LABS, AS I USED TO DO.

>> THERE'S AN IRONY FOR YOU.

>> I MEAN, I STILL DO THE STUFF. IT IS MORE THE TECHNIQUE THAN ANYTHING ELSE. PEOPLE ARE STRANGE. THEY START LOOKING AT YOU LIKE YOU'RE GOING TO KILL YOURSELF WALKING IN THE BUILDING. (laughter). BUT I'VE GOT FOUR OR FIVE DEGREES AND MAY HAVE MORE CREDENTIALS THAN A LOT OF THE REST OF THE FACULTY. SUCH IS LIFE. I'M NOT GRINDING ANY AXES. I'M QUITE HAPPY WORKING. DUQUESNE IS MY ALMA MATER, ALTHOUGH I DID ALSO GO TO SCHOOL AT ROYAL IN CHICAGO.

>> ANGELA, MARK RICCOBONO. DO YOU KNOW WHAT VERSION OF BLACKBOARD YOU WERE USING?

>> NO, I DON'T. IT WAS EVIDENTLY WHATEVER THE LATEST ONE WAS. THEY WERE SWEARING TO BE UP TO DATE AND W3 COMPLIANT, ALL THAT STUFF.

>> GOOD TO KNOW.

>> JIM FRUCHTERMAN?

>> YEAH. I THINK WHAT'S KIND OF INTERESTING, I WAS JUST REREADING THE

STATUTE, AND THOUGH IT TALKS ABOUT FACULTY A FAIR AMOUNT AND THE EFFECTIVE USE BY FACULTY, SO I GUESS I'M REALLY THINKING, THIS SOUNDS LIKE EFFECTIVE USE OF INSTRUCTION MATERIALS BY FACULTY TO ME. I THINK IT IS REALLY GOOD TO GET A NEW ANGLE, AND THIS IDEA THAT BLACKBOARD HAS BEEN WORKING ON ACCESSIBILITY, BUT FOCUSED ON THE STUDENT SIDE, BUT FAILING TO MAKE IT USABLE BY FACULTY WITH DISABILITIES IS REALLY INTERESTING. SO I APPRECIATE GETTING SORT OF A NEW INSIGHT.

>> THAT WAS PRECISELY WHY I WANTED TO TESTIFY.

>> THANK YOU. ANY OTHER QUESTIONS FROM COMMISSION MEMBERS? ANGELA, I WOULD LIKE TO ASK, HOW ABOUT YOUR -- THE BOOKS THAT YOU WERE USING WHEN YOU WERE STILL TEACHING IN THE CLASSROOM, BOOKS OR ARTICLES. WERE YOU ABLE TO GET KNOWS A FORMAT THAT WORKED FOR YOU?

>> YES. I HAVE -- I USE OPEN BOOK SOFTWARE, SO I CAN SCAN PRINTED BOOKS. I STILL USE A MAGNIFIER, SO I CAN READ SOME PRINTED MATERIALS MYSELF, AND I ALWAYS CARRY IT WITH ME. I'M NOT TOTALLY BLIND YET. A LOT OF THE MATERIAL FOR THE COURSE, MY BOSS WOULD SEND ME VIA E-MAIL. I WOULD GET -- SOME THINGS WEREN'T TOTALLY ACCESSIBLE, BUT I'D SAY ABOUT 90 PERCENT. AND I WOULD BE ABLE TO FIGURE OUT THE REST.

>> YOU'RE STILL ABLE TO USE YOUR ENLARGEMENT SOFTWARE, SO IF YOU HAD A PDF THAT WAS A PICTURE, YOU COULD ENLARGE IT ON SCREEN AND READ IT THAT WAY, AS WELL?

>> YES. AND I HAVE ADOBE. I'VE BEEN USING THAT. PDF IS NOT A PROBLEM.

>> YOU'VE GOTTEN A LOT OF DEGREES. THAT'S FABULOUS. CONGRATULATIONS. WHAT TYPES OF APPARATUS OF MATERIALS WERE USER FRIENDLY FOR YOUR EDUCATION? OBVIOUSLY THIS ONE'S DIFFICULT AND IS RELEVANT AS A TEACHER, BUT WHAT THINGS DID WORK FOR YOU?

>> PARDON ME?

>> WHICH TYPES OF PROGRAMS, COMPUTERS, WORKED FOR YOU AS YOU WERE GETTING THESE DIFFERENT DEGREES? WHAT WORKED FOR YOU AS A STUDENT?

>> OH, OKAY. JAWS. I'VE BEEN USING JAWS FOR YEARS NOW. I'M A REGULAR MICROSOFT WINDOWS 7, MICROSOFT OFFICE USER. PRETTY MUCH SELF-TAUGHT. COMPUTER TEACHER REALLY DIDN'T HAVE TO TEACH ME. I TAUGHT HIM. I'VE BEEN USING COMPUTERS SINCE 1974. I'M PRETTY GOOD. AND THEN I HAVE MAGIC.

I GENERALLY TURN ON MAGIC ONLY WHEN I NEED IT.

>> OKAY. THANK YOU VERY MUCH, ANGELA. WE REALLY APPRECIATE YOU TAKING THE TIME TO SPEAK WITH US TODAY.

>> THANK YOU FOR THE OPPORTUNITY. I REALLY APPRECIATE IT.

>> ABSOLUTELY. BYE-BYE.

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>> FOR PEOPLE, MAGIC IS THE MAGNIFICATION EQUIVALENT OF JAWS. IT TAKES EXISTING PRODUCTS LIKE MICROSOFT WORD OR BROWSERS AND MAKES IT BIGGER FOR YOU.

>> I WANTED TO MAKE A COMMENT LATER. I WANTED TO MAKE SURE WE GOT INTO OUR NOTES SOMEWHERE THAT IN TERMS OF RECOMMENDATIONS, WE NEED TO THINK ABOUT HOW WE ADVISE POST-SECONDARY INSTITUTIONS ON MAKING PLANS TO BE UP TO DATE. I SUSPECT THAT PART OF THE PROBLEM WITH BLACKBOARD MIGHT HAVE BEEN THE VERSION. ONLY BECAUSE WE HAVE DONE A LOT OF WORK WITH BLACKBOARD, AND THE INSTRUCTOR FUNCTIONS ARE PART OF THAT. BUT THAT IS A PROBLEM FOR UNIVERSITIES, OF COURSE, IS THAT THEY FIGURE, YEAH, WE HAVE BLACKBOARD SO WE'RE ALL RIGHT. BUT THERE ARE THREE OR FOUR VERSIONS BEHIND. SO WE NEED TO SOMEHOW GET THAT REFLECTED IN OUR REPORT, THAT UNIVERSITIES NEED TO THINK ABOUT UPDATING IN ORDER TO MAKE SURE IT IS PART OF THE ACCESSIBILITY PLAN. Q. ALSO TO MAKE SURE THEY HAVE THE LATEST VERSION OF JAWS. THAT'S AN ISSUE SOMETIMES, AS WELL.

>> RIGHT.

>> HI, THAD. HOW ARE YOU?

>> PRETTY WELL.

>> IF YOU HAVE ILINC ON, IF YOU WERE LISTENING TO THE COMMISSION THROUGH ILINC, CAN YOU PLEASE MUTE THAT? WE MAY GET FEEDBACK IF YOU DON'T.

>> YOU WILL HAVE TO REPEAT THAT, I'M SORRY.

>> LET ME JUST GIVE YOU AN IDEA OF HOW THIS IS GOING TO WORK. YOU WILL HAVE ABOUT FIVE MINUTES TO GIVE YOUR TESTIMONY. THEN WE WILL HAVE SOME TIME WHERE THE COMMISSION MEMBERS CAN ASK YOU QUESTIONS OR GET CLARIFICATION ON WHAT YOU'VE SAID. AND –

>> NUMBER ONE -- HELLO? SPEAKING TO YOU FROM MY OFFICE ON A CELL PHONE, AND I'M HAVING AN EXTRAORDINARILY DIFFICULT TIME HEARING YOU. I'VE GOT THE VOLUME ALL THE WAY UP.

>> DOES THIS HELP?

>> HELLO?

>> DOES THIS HELP? YOU DON'T THINK MY MIKE IS WORKING?

>> IT IS WORKING, I'M JUST HAVING AN EXTRAORDINARILY DIFFICULT TIME HEARING YOU.

>> WE CAN HEAR YOU, THOUGH. SO INSTEAD OF -- SINCE YOU'RE NOT HEARING US, INSTEAD OF HAVING THE COMMISSION INTRODUCE THEMSELVES, I WILL HAVE YOU GO AHEAD AND

GIVE YOUR TESTIMONY. THEN IF YOU CAN'T HEAR THEIR QUESTIONS, I WILL REPEAT THEM.

>> OKAY. ACTUALLY, I CAN HEAR YOU, I JUST -- I WILL USE THE HAND SET. WHO WHEN WILL I BE DOING THIS? IMMINENTLY OR A COUPLE MINUTES?

>> RIGHT NOW. YOU CAN GO.

>> OKAY. SO BASICALLY, I WAS HOPING TO SPEAK A LITTLE BIT ABOUT WEB-BASED LEARNING SYSTEMS AND THE ACCESSIBILITY OF THEM. I'D LIKE TO TELL YOU ABOUT MY MOST RECENT EXPERIENCE WITH THE APPEAR PEARSON GROUP. I'VE BEEN WORKING WITH SOME BLIND STUDENTS WHO ARE TAKING DEVELOPMENTAL MATH OR REMEDIAL MATH. LIKE A LOT OF COLLEGES, WE FEATURE A CERTAIN AMOUNT OF LAB WORK DONE VIA PRESOLD, PREPAID PORTAL. IN THIS CASE, PUBLISHED BY PEARSON, MY MATH LAB. THEY HAVE A NUMBER OF PRODUCTS. I UNDERSTAND THEY'RE CONSIDERED SOMETHING OF A LEADER IN THE INDUSTRY. IT WAS MY TASK TO COME UP WITH A KIND OF AD HOC SOLUTION TO ACCESSIBILITY PROBLEMS THAT THE STUDENTS WERE RUNNING INTO. I SPENT A LOT OF TIME SPINNING WHEELS, BEING PING-PONGED BACK AND FORTH. EVENTUALLY I HAD THE GOOD FORTUNE TO SPEAK AT SOME LENGTH WITH A BROKER MANAGER WHO -- A PROGRAMMER WHO ALSO HAD A STRONG BACKGROUND IN MATH. SHE WAS EXTRAORDINARILY CANDID WITH ME. SHE TOLD ME THAT SOME OF THE STEPS MY STUDENTS AND I HAD OBSERVED WERE VERY REAL. WITHOUT GETTING INTO SPECIFICS OF IT, SHE KIND OF EXPLAINED TO ME THAT THE REASON WHY THEY DID NOT MAKE GREAT PROGRESS IN ACCESSIBILITY OF THEIR MATERIALS IS THE NATURE OF THE CONTRACTING SYSTEM, AUTHORSHIP SPREAD OVER DOZENS OF EXPERTS. JUST AN EXTRAORDINARILY TANGLED SITUATION, WHICH WAS INTERESTING AND HELPFUL, BUT IT DIDN'T RESOLVE THE ISSUE, WHICH WE THEN RESOLVED BY HIRING AN INDEPENDENT SERVICE PROVIDER, WHO IS A BRAILLE SPECIALIST. IT'S WORKED OUT, BUT IT'S NOT IDEAL IT'S INVOLVED HAVING TO COORDINATE WITH A LOT OF LOCAL FOLKS, AND BASICALLY BEING LUCKY, IT'S WORKED OUT. SO I ASKED THIS MANAGER WHAT -- WHAT'S THE NEXT STEP? IS THIS UNDER REVIEW REVISION, ARE ALTERNATIVES BEING PREPARED?

>> COULD YOU SPEAK UP A BIT.

>> THEY EXPLAINED TO ME THAT, WELL, THEY'RE ALWAYS TRYING TO IMPROVE THEIR STUFF AND THEY HOPE THAT IN THE NEXT VERSION OR ITERATION, SOME OF THESE ISSUES WOULD BE ADDRESSED. SOME OF THESE ISSUES INVOLVE FAILURE OF SUMMATION SYMBOLS. SOME VERY BASIC STUFF THAT'S PREVENTING BLIND STUDENTS WHO ARE SKILLED IN THE USE OF SCREEN READERS FROM ACCESSING THEIR RELIABLE VERSION OF THIS. AND THE BIG PICTURE FOR ME IS I HAD THESE SORTS OF DISCUSSIONS

NOW FOR 10 OR 12 YEARS, WITH A NUMBER OF DIFFERENT PUBLISHERS, TWO MOST MEMORABLE WITH PEARSON AND THERE WERE SOME DISCUSSIONS I HAD WITH OTHERS. AND IN EACH CASE, YOU HAVE TO CLIMB THE LADDER OF SOPHISTICATION FROM THE REPS TO THE TECH SUPPORT PEOPLE, NONE OF KNOW REALLY MUCH ABOUT ACCESSIBILITY BEYOND HOW TO SPELL IT AND THAT IT'S IMPORTANT. BUT THE ANSWER IS TYPICALLY, YES, WE'RE AWARE OF THIS ISSUE, WE'RE WORKING ON IT, AND WE CAN'T REALLY MAKE FULL USE OF THE PRODUCT. OVER THE YEARS, I'VE SEEN THE INCREASED POPULARITY OR DEPENDENCE ON THESE SORTS OF TOOLS FOR STUDENTS IF THE MAJOR COLLEGES HERE IN CALIFORNIA. SO FAR, WE'VE BEEN ABLE TO STRUGGLE SUCCESSFULLY TO ACCOMMODATE THEM; HOWEVER, THOSE -- THE SORTS OF RESOURCES WE'VE HAD TO PUT IN PLAY LOCALLY MAY NOT BE AVAILABLE. AND IN THE MEANTIME, WE'RE STILL WAITING FOR WHAT I UNDERSTAND TO BE SOMETHING TO FIX IT. THEY MAY NOT BE CHEAP BUT THEY ARE COMPLETELY FEASIBLE.

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>> OKAY. SO COMMISSION MEMBERS, DOES ANYONE HAVE ANY QUESTIONS FOR THAD?

>> HE LAID IT OUT PRETTY CLEARLY WHAT THE PROBLEM IS.

>> I DON'T KNOW IF YOU HEARD THAT, THAD.

>> I HEARD SPEAKING BUT I COULDN'T UNDERSTAND IT.

>> TUCK TINSLEY SAID THAT YOU LAID IT OUT VERY CLEARLY FOR US.

>> ALSO, THIS GOES FOR VARIOUS CLASSROOM MANAGEMENT SYSTEMS THAT WE'VE TAKEN A LOOK AT. I DON'T MEAN TO SINGLE OUT PEARSON OR MCMILLAN.

>> ARE YOU AT A COMMUNITY COLLEGE IN CALIFORNIA?

>> YEAH. I'M -- I WORK AT SARA COLLEGE. I'M THE ASSISTANT TECHNOLOGY GUY FOR THE DISTRICT. WE ARE A ONE-COLLEGE DISTRICT WITH A TOTAL HEAD COUNT OF BETWEEN 22 AND 25,000 STUDENTS AT THREE DIFFERENT CENTERS ON THE MAIN CAMPUS, AND ABOUT A THOUSAND OR 1100 STUDENTS IN OUR PROGRAM.

>> OTHER QUESTIONS FOR THAD?

>> I GUESS THE MAIN QUESTION IS WHAT WOULD YOU LIKE US TO DO AS A COMMISSION IN WRITING RECOMMENDATIONS TO CONGRESS? WE'RE HERE TRYING TO FIGURE THAT OUT. IF THERE IS ONE OR TWO THINGS WE DID, WHAT WOULD IT BE?

>> THAT'S A GOOD QUESTION. I'VE NOT THOUGHT A GREAT DEAL ABOUT IT. I DON'T KNOW IF REP REPLICATING SOME OF THE LEGISLATION TELLING PUBLISHERS TO PROVIDE ACCESSIBLE MATERIALS THAT WE'VE DONE IN CALIFORNIA AND A COUPLE OTHER STATES, AS WELL W-THAT MIGHT NOT BE A GOOD PATH TO START DOWN WITH A NATIONAL -- IN THE NATIONAL VENUE OR IN THE REPORT TO CONGRESS OR SOMETHING ALONG THOSE LINES. I CAN'T BELIEVE THAT THESE PUBLISHERS ARE SELLING SOME OF THESE MATERIALS ONLY IN THE U.S. I'M SURE THERE'S OTHER NATIONS THAT ARE INVOLVED IN THIS STUFF. I DON'T FRANKLY KNOW WHAT MATERIALS OR ACCESSIBILITY OF MATERIALS AVAILABLE IN CANADA, UK, AUSTRALIA ARE LIKE. BUT FROM WHAT I UNDERSTAND, I REALLY BELIEVE THIS IS FEASIBLE,

IT'S JUST NOT BEEN ADDRESSED BECAUSE THERE'S NOT BEEN A COMPELLING NEED TO. I DON'T KNOW. THAT'S A GOOD QUESTION, JIM.

>> OTHER QUESTION FROM THE COMMISSION? GO AHEAD, THAD. DID YOU HAVE ANOTHER COMMENT?

>> NOT REALLY. I APPRECIATE YOUR TIME AND THE OPPORTUNITY TO SPEAK ON THIS.

>> OKAY. THANK YOU VERY MUCH FOR TAKING THE TIME TO SPEAK WITH US. YOU HAVE HIT ONE OF THE THEMES OF THE DAY, WHICH IS THE COURSE WARE MANAGEMENT SYSTEMS ARE SOMETHING WE DEFINITELY NEED TO BE AWARE OF AND INCLUDE IN OUR REPORT. THANK YOU VERY MUCH.

>> I'M HAPPY TO HAVE HELPED. THANKS. LET'S TAKE A VERY BRIEF, WE WANT TO COME BACK AT QUARTER TILL. SO FOUR-MINUTE STRETCH HERE.

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>> YOU'VE BEEN SITTING HERE SO YOU'VE HEARD HOW IT GOES. YOU GET FIVE MINUTES AND THEN WE WILL ASK QUESTIONS. YOU'VE HEARD ALL OF THE INTRODUCTIONS.

>> QUITE A BIT, YES, I HAVE.

>> OKAY. THANK YOU. YES, WE ARE READY FOR YOU TO GO.

>> MY NAME IS MARY ANNE LUPO. I WAS A DOCTORAL STUDENT AT THE OHIO STATE UNIVERSITY IN DISABILITY STUDIES. AND I TAUGHT INTRODUCTION TO DISABILITY STUDIES, WHICH WAS ENGLISH 277. WE TEACH A CULTURAL MODEL. I HAD SEVERAL STUDENTS IN MY COURSES WHO HAD VISUAL IMPAIRMENTS. ONE OF THE BIGGEST OBSTACLES TO TEACHING WAS THAT THE VIDEOS DID NOT HAVE AUDIO CAPTIONS. AND SOLVED THAT PROBLEM BY AUDIO CAPTIONING THE VIDEOS MYSELF. OF COURSE, I'M NOT THE BEST AT DOING THAT. AS A MATTER OF COURSE, BECAUSE I TRY TO INCORPORATE UNIVERSAL DESIGN INTO MY COURSES, I WOULD TAKE MY MATERIALS TO THE LIBRARY AND THEY WERE GOOD ABOUT SCANNING MY MATERIALS SO THEY WOULD BE OCR RECOGNIZABLE. BUT I WOULD ONLY DO THAT FOR THE COURSE PACKET. FOR THE TEXTBOOKS OR SUPPLEMENTAL MATERIALS, I WOULD NOT NORMALLY DO THAT. WHAT WOULD HAPPEN TO ME, AND PARTICULARLY TO MY COLLEAGUES, WAS THAT WE WOULD NOT GET NOTICE UNTIL RIGHT BEFORE CLASSES -- THE QUARTER BEGINS WE WOULD HAVE A STUDENT WHO REQUIRES ACCOMMODATIONS. AND THE PROBLEM WITH THAT IS ACCOMMODATING A STUDENT TAKES TIME AND THOUGHT ON THE PART OF THE INSTRUCTOR, ESPECIALLY DEPENDS ON WHAT THE STUDENT NEEDS. SO WHEN STAFFING -- AND THIS IS A STAFFING RECOMMENDATION FOR CONGRESS, SO WHEN STAFFING OCCURS AT THE LAST MINUTE, WHICH UNFORTUNATELY HAPPENS TOO OPEN IN HIGHER EDUCATION, ESPECIALLY AT THE

COMMUNITY COLLEGE LEVEL WITH ABOUT 80 PERCENT OF THE INSTRUCTORS ADJUNCTS, SO THEY OFTEN GET A NOTICE THE DAY BEFORE CLASSES START THAT THEY'RE TEACHING A CLASS, IT'S ALMOST IMPOSSIBLE TO ACCOMMODATE A STUDENT WITH A DISABILITY. WHAT WILL OFTEN HAPPEN IS THEN THE STUDENT WITHDRAWS FROM THE CLASS. THAT'S MY COMMENTS. THANK YOU VERY MUCH.

>> PLEASE, WAIT. WE MAY HAVE QUESTIONS HERE MEMBERS, ANYONE HAVE ANY QUESTIONS FOR MARY ANNE?

>> MARK RICCOBONO. DID YOU GET ANY SORT OF GUIDANCE FROM THE UNIVERSITY ABOUT BEST PRACTICES THAT YOU MIGHT USE?

>> FOR?

>> FOR WORKING WITH THE STUDENTS IN YOUR CLASS.

>> WELL, I WAS IN THE DISABILITY STUDIES PROGRAM, AND SO MY ADVISORY, BRENDA BRUEGGEMANN, TAUGHT US UNIVERSAL DESIGN. AND I THINK KEN PETRY IS HERE. IS KEN HERE? YEAH, KEN IS WITH THE WEB ACCESSIBILITY CENTER, SO I HAD SOME INCIDENT ACTIONS WITH THEM, TOO, IN TERMS OF MAKING MY MATERIALS AVAILABLE. I DIDN'T THINK WITH ABOUT AUDIO CAPTIONS UNTIL MY STUDENTS -- I WAS SHOWING THE VIDEO, AND MY STUDENTS WERE VISUALLY IMPAIRED. I THOUGHT, OH, MY GOSH, THEY CAN HEAR IT BUT CAN'T SEE WHAT'S GOING ON. THAT'S WHEN I LEARNED TO DO AUDIO CAPTIONING. BUT THAT WOULD BE A NICE RESOURCE FOR PEOPLE TO HAVE IN THE UNIVERSITY AND FOR PEOPLE TO KNOW ABOUT THE AUDIO CAPTIONING. ACTUALLY,

JUST CAPTIONING IN GENERAL. SO I THINK MY ANSWER IS NO. I THINK THAT'S A LONG WAY OF SAYING NO. I'M SORRY.

>> I'M STEPHAN SMITH FROM AHEAD AND ASTS. I HAVE A QUESTION. SINCE YOU ARE A REAL-LIVE DISABILITY STUDIES SCHOLAR, DO YOU SUPPOSE THAT THERE -- ARE THERE MODELS OR STUDIES OR INFORMATION FROM THE WORLD OF DISABILITY STUDIES THAT MIGHT INFORM THE WORK OF THE COMMISSION IN TERMS OF STRATEGIES FOR ACCESSIBLE MATERIALS, OR ARE THERE CONSTRUCTS OR CONCEPTS THAT WE SHOULD BE CONSIDERING?

>> I'M SO GLAD YOU ASKED IN HE THAT. THERE ARE. YOU DON'T HAVE IT?

>> IT'S A PLACE WE HAVE NOT GONE.

>> WELL, THAT'S NOT MY AREA. EXCUSE ME. I GOT TOO EXCITED. IT'S NOT MY AREA OF SCHOLARSHIP.

>> IT'S NOT OURS EITHER.

>> BUT THERE ARE MATERIALS THAT YOU COULD REFER TO. AND IF IT WOULD BE USEFUL FOR YOU, I COULD ASK SOMEONE TO FORWARD THOSE STUDIES. THEY'RE NOT REALLY STUDIES.

I'M IN THE HUMANITIES, SO THEY'RE MORE QUALITATIVE THAN QUANTITATIVE, BUT THERE ARE WAYS OF THINKING ABOUT ACCESS THAT MIGHT BE HELPFUL.

>> WE WOULD LOVE TO HELP THAT.

>> WHO DO I SEND IT TO?

>> PSC@CAST.ORG.

>> WHAT'S THE TIME FRAME?

>> SOONER IS BETTER THAN LATER.

>> IF POSSIBLE, BEFORE THE END OF MAY WOULD BE REALLY HELPFUL, BECAUSE WE'RE ACTUALLY STARTING TO DRAFT THE REPORT RIGHT NOW. BY JUNE 1ST. IF WE COULD GET IT BY JUNE 1ST, THAT WOULD BE VERY HELPFUL.

>> SURE. THERE IS PEDAGOGY ABOUT WAYS OF THINKING ABOUT UNIVERSAL DESIGN.

>> THIS IS LINDA TESSLER. THANK YOU FOR TESTIFYING. ALL OF THE THINGS WE'VE TALKED ABOUT, WHAT WE HAVEN'T BROACHED AND WHAT KEEPS COMING UP IS TO HELP TEACHERS TO BE ABLE TO CREATE THE ACCOMMODATIONS NECESSARY. AND SO YOUR TESTIMONY IS VERY IMPORTANT. THANK YOU FOR COMING.

>> THANK YOU.

>> ANY OTHER QUESTIONS? MARK?

>> REAL QUICK. DID YOU SAY THAT THE TEXTBOOK YOU WERE TRYING TO USE WAS NOT AVAILABLE IN AN ACCESSIBLE FORMAT?

>> THAT'S CORRECT. AND IT WAS ACTUALLY A DISABILITY STUDIES TEXTBOOK.

>> THAT'S WHY I WAS ASKING THE QUESTION. THAT'S KIND OF INTERESTING. I WANTED TO MAKE SURE IT WAS CLEAR.

>> WHAT WAS THAT TITLE?

>> IT WAS CONTROVERSIAL ISSUES IN A DISABLING SOCIETY. AND IT WAS FROM THE UK. AND, NO, IT WASN'T AVAILABLE IN AN ACCESSIBLE FORMAT.

>> I JUST WANTED TO MAKE SURE THAT I HAD ACTUALLY CAPTURED, I HAD TRANSLATED IN MY BRAIN WHAT YOU WERE POSSIBLE SUGGESTING. I WAS SORT OF HEARING THAT IF THERE IS STAFFING FOR A COURSE AT THE LAST MINUTE, AS OFTEN HAPPENS, THAT THE DEPARTMENT THEN HAS THAT COURSE, SHOULD ALREADY HAVE IN PLACE AN ACCOMMODATION PLAN SO AT THAT TIME STAFF MEMBER HAS SOMETHING THAT THEY CAN WORK WITH? WAS THAT WHAT YOU WERE SAYING?

>> AT THE UNIVERSITY LEVEL, ACCOMMODATIONS ARE USUALLY THE RESPONSIBILITY OF THE INSTRUCTOR, NOT THE DEPARTMENT. I DON'T KNOW IF THE DEPARTMENTS ARE EQUIPPED, AND I'M THINKING OF ALL OF THE SCHOOLS I'VE TAUGHT AT, HOW EQUIPPED THEY ARE TO DO THAT. THE REQUEST FOR ACCOMMODATIONS COMES USUALLY FROM THE STUDENT TO THE FACULTY MEMBER. IT IS THE FACULTY MEMBER WHO BEARS THE ONUS OF MAKING SURE THAT STUDENT IS ACCOMMODATED. IF IT IS SOMEBODY WHO IS TENURED FACULTY OR TENURE TRACK,

THEY'LL BE THERE. BUT UNFORTUNATELY, THE WAY EMPLOYMENT IS GOING IN HIGHER EDUCATION, IT'S ONLY GOTTEN WORSE SINCE 2008. MOST LIKELY, THAT WILL BE A TERM EMPLOYEE, AND SO THE TERM EMPLOYEE WILL NOT RECEIVE THAT REQUEST UNTIL SHORTLY BEFORE THE QUARTER STARTS OR WHEN THE QUARTER STARTS. THERE IS NO WAY FOR THEM -- THEY CAN DO IT, BUT THAT STUDENT IS ALREADY BEHIND THE BALL.

>> DO YOU HAVE A SUGGESTION ON HOW THAT MIGHT BE DONE DIFFERENTLY?

>> WELL, I DON'T THINK THE DEPARTMENT -- IT SEEMS TO ME FOR THE STUDENT SAKE, THEY SHOULDN'T HAVE TO GO TO THE DEPARTMENT. WE CAN'T CHANGE THE EMPLOYMENT. IT WOULD BE NICE IF THEY COULD CHANGE THE EMPLOYMENT. AND IT MIGHT BE SUGGESTED THAT IT WOULD BE IN THE BEST INTEREST OF STUDENTS WITH DISABILITIES IF THERE WAS MORE CONTINUITY IN INSTRUCTION. BUT ONE POSSIBILITY MIGHT BE IF THIS COULD BE DONE WITHOUT COMPROMISING THE PRIVACY OF THE STUDENT, IS ASSIGNING THOSE STUDENTS OR MAKING SURE THOSE STUDENTS ARE IN COURSES THAT ARE TAUGHT BY TENURED FACULTY. IF THAT CAN BE DONE. THAT WOULD SOLVE THE PROBLEM.

>> THANK YOU.

>> ANGIE? WELCOME. I KNOW YOU'VE BEEN WAITING FOR A LITTLE WHILE. YOU'VE HEARD HOW IT GOES. WE WILL GIVE YOU A FEW MINUTES TO TESTIFY AND A TIME FOR QUESTION AND ANSWERS FROM THE COMMISSION. WOULD YOU LIKE THE COMMISSION MEMBERS TO INTRODUCE THEMSELVES?

>> NO. THAT'S OKAY. I WAS HERE WHEN THEY INTRODUCED THE FIRST THREE OR FOUR TIMES.

>> OKAY. I GUESS I CAN STOP ASKING THAT QUESTION. OKAY. PLEASE, FEEL FREE TO START.

>> I'M ANGIE HULL, COUNSELOR HERE AT THE OFFICE FOR DISABILITY SERVICES AT THE OHIO STATE UNIVERSITY. I WANT TO TALK TO THE COMMISSION ABOUT ACCESSIBILITY WHEN IT COMES TO TESTING. IN 2010, JUST LAST YEAR, I DECIDED TO TAKE THE LICENSURE EXAM SO THAT I COULD BE A LICENSED PROFESSIONAL COUNSELOR, AND ALSO A NATIONAL CERTIFICATE COUNSELOR. IN THIS EXPERIENCE, THE ONLY ACCOMMODATION I WAS GRANTED, OTHER THAN EXTENDED TIME, WAS A READER. THE SOFTWARE THAT THEY USED, I WAS TOLD, COULD NOT BE USED WITH SCREEN READERS. I WOULD SAY I'M PRETTY TECH SAVVY ON THE USER END. I DON'T KNOW MUCH ABOUT CREATING THE TECHNOLOGY. BUT I'VE USED ACCESS, JAWS, MAGIC, I'VE USED WINDOW EYES. I'VE USED VOICEOVER. THEY HAD A LOT OF CHOICES, HONESTLY.

BUT WHAT I THOUGHT AFTER THAT EXPERIENCE WAS SOMETHING THAT WOULD HAVE BEEN HELPFUL -- AND I KNOW THERE ARE MANY, MANY ENTITIES THAT AFTER YOU GRADUATE COLLEGE, IT'S NECESSARY TO TAKE A BOARD EXAM, LICENSE EXAM, CERTIFICATION EXAM. THIS NEEDS SOME ADVOCACY AND SOME LOOKING AT SOME STANDARDS. WHEN I, A MONTH LATER, HAD A BLIND STUDENT WHO NEEDED TO TAKE A SPANISH ENTRANCE EXAM, HIS PREFERRED MODE WAS BRAILLE. WELL, WE RAN INTO SOME ISSUE WHERE'S WE COULD NOT ADMINISTER IT IN OUR OFFICE. WE HAD TO ADMINISTER IT IN THE LAB BECAUSE OF HOW THEY SCORED THE SPECIFIC TEST. SO WHAT WE DID WAS THOUGH ONE OPTION WOULD HAVE BEEN, OKAY, WE'LL TURN ON SPANISH USING JAWS AND HE CAN COMPLETELY DO AN AUDITORIALLY. BUT THIS IS NOT THE MODE THAT HE PREFERRED. MY SOLUTION WAS TO SET UP A BRAILLE DISPLAY, AND HE WAS ABLE TO DO THIS TEST SEAMLESSLY, WITHOUT ANY HELP FROM ANYBODY. BUT I FELT THAT EXPERIENCE SHOULD SET ALMOST A STANDARD, WHY CAN WE NOT HAVE SOME TYPE OF STANDARD WHERE IT IS USER FRIENDLY FOR EVERYBODY. SO THAT BRINGS ME TO MY SECOND POINT OF UNIVERSAL DESIGN. I WAS HERE FOR THE LAST PERSON. THE SOCIAL CONSTRUCT MODEL, WHERE IT IS AS USER FRIENDLY FOR AS MANY PEOPLE POSSIBLE. I THINK THE BEST EXAMPLE OF THAT IS APPLE AND HOPEFULLY SOON TO BE E PUB AS A STANDARD. I'M VERY EXCITED TO HEAR THAT YOU ARE GOING TO CONSIDER RECOMMENDING E PUB AS A STANDARD WITH DAISY INCLUDED IN THAT. JUST OUT OF NECESSITY, MY BROTHER IS A COMMUNICATION TECHNOLOGY SOON TO BE GRADUATE, AS OF THIS SATURDAY, OF A UNIVERSITY. AND HE HAD A DOCUMENT THAT HE REALLY WANTED TO READ ON HIS iPHONE, SO HE SAID, OKAY, IF I USE I BOOKS, I NEED IT IN E PUB FOR IT TO ON WORK CORRECTLY. HE PLAYED AROUND WITH THE DIFFERENT PROGRAMS, AND HE WENT INTO PAGES, HE TOOK THE PDF, MARKED IT UP, AND EXPORTED IT INTO I BOOKS AND IT READ. HE WAS ABLE TO TURN VOICEOVER ON TO PROVE TO ME IT WAS ACCESSIBLE. INDEED, HE COULD GO BY HEADING, GO BY WORD, GO BY CHARACTER, JUST LIKE ANY OTHER E BOOK THAT WAS AVAILABLE THROUGH THE APPLE DEVICES. SO ANOTHER EXPERIENCE I WANT TO SHARE WITH YOU IS SO THIS ISSUE OF FOREIGN LANGUAGE. I DISCOVERED, QUITE BY ACCIDENT, THAT MY iPHONE IS CAPABLE OF SPEAKING NOT ONLY IN MANDARIN CHINESE, BUT CANTONESE, MY NATIVE TONGUE. MY MOM JUST HAD NECK SURGERY, SO FOR HER, ACCESSING TEXT FOR A LONG PERIOD OF TIME IS VERY DIFFICULT. SO I SHOWED MY MOM HOW SHE COULD TURN ON VOICEOVER, CHANGE IT TO CANTONESE CHINESE, SHE COULD READ ALL THESE E-MAILS, SHE COULD CREATE THE CHINESE, AND IT WOULD READ IN FEEDBACK TO HER. FOR ME, EVEN THOUGH I CANNOT WRITE CHINESE, I CAN CERTAINLY UNDERSTAND WHAT IT IS SAYING TO ME. I ALSO WANT TO ENCOURAGE THAT THERE IS A GLOBAL ASPECT TO

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THIS, TOO. THAT WE SUPPORT THOSE WHO ARE MAKING TECHNOLOGIES THAT ARE USER FRIENDLY FOR EVERYBODY INVOLVED. QUESTIONS?

>> THANK YOU VERY MUCH. COMMISSION MEMBERS, QUESTIONS?

>> THIS IS JIM FRUCHTERMAN. I WAS WONDERING, JOANNE SIMON WAS TALKING ABOUT CIVIL LAWSUITS SHE WON. I WAS WONDERING, WASN'T ONE OF THEM ABOUT THE STUDENT HAVING THE PREFERRED ACCESSIBILITY, EXACTLY WHAT ANGIE IS TALKING ABOUT?

>> FOR THE BOARD EXAM, FOR THE BAR, YES.

>> SO THE FACT THAT CASE ACTUALLY GOT WON, DOESN'T ACTUALLY HELP YOU, BECAUSE –

>> BECAUSE THEY'RE SEPARATE ENTITIES. I THINK THAT CASE WAS SPECIFIC TO THE BAR EXAMS. BUT THEN THERE ARE ALL THESE OTHER AGENCIES THAT OFFER THESE EXAMS TO GET CERTIFICATION AND LICENSURE.

>> SOUNDS LIKE A JOB FOR THE NFB. (laughter).

>> IF THEY WERE TO IMPORT MY ANSWERS, BECAUSE I KNEW F5 WAS A, F6 WAS B, F7 WAS C, AND D WAS F8, YEAH, I COULD TYPE IT IN. BUT THEN BECAUSE I WANTED TO MAKE SURE IT WAS ACCURATE, I HAD THE READER READ BACK TO ME EXACTLY WHAT I TYPED IN TO MAKE SURE IT WAS RIGHT.

>> ANGIE, TUCK TINSLEY. WE HAD MENTIONED EARLIER WHEN WE WERE TALKING ABOUT CHAFE FEE AND K THROUGH 12, THAT BRAILLE IS TAKEN CARE OF, EXCEPT FOR STANDARDIZED AND NORM REFERENCE TEST. IT EXCLUDES THOSE. WE STILL HAVE TO GET PERMISSION FROM THE PUBLISHERS. MANY PUBLISHERS WANT TO PRODUCE THEIR OWN THROUGH CONTRACT SO THEY CAN MAINTAIN CONTROL AND SELL THEM. THE TESTING AREA IS AN AREA WE WILL CERTAINLY BE ADDRESSING.

>> GLAD TO HEAR IT.

>> THIS IS GAIER. ON THE TEST YOU HAD TO TAKE, WAS IT PRETTY MUCH LIKE A PRINTED TEST, JUST ON COMPUTER, OR WAS IT ONE OF THOSE THAT IF YOU GOT A CERTAIN NUMBER RIGHT HERE, IT PUT YOU IN A DIFFERENT PLACE, AND IF YOU MISSED CERTAIN ONES THERE? DO YOU KNOW WHAT I'M TALKING ABOUT? DO YOU KNOW HOW IT WAS?

>> I THINK THIS SPECIFIC ONE DID NOT FORK. SO IT WAS DEFINITELY COLOR CODED SO IF WE WANTED TO SKIP A QUESTION, WHICH IS A WHOLE OTHER ISSUE, I HAD TO REMEMBER WHICH QUESTION I SKIPPED, OR WHERE SOMEBODY WHO IS SIGHTED COULD MARK IT IN RED, WHICH I HAVE MY READER DO, WHICH IS FINE. BUT IN THE CASE OF MY STUDENT, THAT ONE DID, WHERE IF HE ANSWERED ONE CORRECTLY, IT WOULD GO TO A MORE DIFFICULT QUESTION. IF HE ANSWERED CORRECTLY, IT WOULD GO TO AN HE'S EAR QUESTION, SO IT DETERMINED WHICH PLACEMENT OF SPANISH CLASS HE COULD BE IN.

>> THAT PARTICULAR SPANISH TEST, WAS THAT ONE DEVELOPED ON THE OSU CAMPUS, OR A COMMERCIAL TEST YOU HAD PURCHASED?

>> I'M NOT SURE.

>> THANK YOU.

>> ANGIE, MY NAME IS DAVE BERTHIAUME. I'M THE DESIGNATED FEDERAL OFFICIAL WITH THE COMMISSION. I WANTED TO FIND OUT A LITTLE BIT MORE, GOING IN A LITTLE DIFFERENT DIRECTION, ABOUT YOUR EXPERIENCE WORKING IN THE DSS OFFICE HERE AT OHIO STATE. WE HAVE HEARD FROM OTHER DSS PROVIDERS, FROM OTHER INSTITUTIONS, BUT JUST A LITTLE BIT ABOUT THE UNIQUE CHALLENGES WORKING AT OHIO STATE. I DON'T KNOW THE ACTUAL NUMBERS, BUT I THINK IT'S ABOUT THE SECOND LARGEST UNDERGRAD INSTITUTION. JUST HOW MUCH FOLKS ARE ON YOUR STAFF, AND JUST HOW YOU HANDLE THAT ON SUCH A LARGE LEVEL.

>> WE HAVE ABOUT 2,000 STUDENTS REGISTERED WITH OUR OFFICE. WE HAVE DIFFERENT TEAMS. WE HAVE EXAM SCHEDULING, ALTERNATIVE MEDIA, CAPTIONING, AND INTERPRETING, AND THEN WE HAVE THE COUNSELING TEAM. AND WE HAVE ASSISTIVE TECHNOLOGY. ON THE COUNSELING TEAM, THERE ARE FOUR AND A HALF PEOPLE. I SAY FOUR AND A HALF BECAUSE OUR ASSISTANT DIRECTOR IS HALF-TIME COUNSELOR AND PART-TIME ASSISTANT DIRECTOR. YOU CAN IMAGINE LOTS OF STUDENTS TO MEET THE NEEDS OF. I KNOW THAT NICOLE SHITAT AS WELL AS KEN PETRY WILL TELL YOU A LITTLE BIT MORE ABOUT THE ACCESS TO MATERIAL PIECE. BUT HERE AT OHIO STATE, WE HAVE THE RESOURCES TO CONVERT THE TEXT TO GET THEM OUT RELATIVELY QUICKLY TO OUR STUDENTS. EVEN THE TWO INSTITUTIONS I ATTENDED FOR UNDER GRADUATE AND GRADUATE SCHOOL, THEY HAD MAYBE ONE, MAYBE HALF A PERSON DESIGNATED TO CONVERTING TEXT. AND SO GETTING THE MATERIALS YOU, YOU MIGHT GET A PDF THAT IS UNMARKED. YOU CAN READ THE TEXT, BUT IT IS HARD TO NAVIGATE. IT IS HARD TO GO BACK BECAUSE IT JUST READS CONTINUOUSLY. BUT, YEAH, FOR ALL OF THE SMALLER UNIVERSITIES AND COLLEGES, I THINK IT IS A DIFFICULTY THAT WE CERTAINLY FAILS. I KNOW THAT NOT SO LONG AGO, WHEN I WAS IN COLLEGE, IT COULD TAKE UP TO THE FOURTH WEEK, A MONTH LATER THAN EVERYBODY ELSE, TO GET A TEXTBOOK IN A 15-WEEK PERIOD.

>> OTHER QUESTIONS? THIS IS GAIER AGAIN. I HAVE A COUPLE QUESTIONS FOR YOU. DOING YOUR JOB AS A COUNSELOR, WHAT PROGRAMS ARE YOU USING FOR YOUR CASE NOTES?

>> GOOD QUESTION. SO WHAT WE DO RIGHT NOW, THERE ARE TWO OPTIONS. WE HAVE A DATABASE, WHICH IS PRETTY ACCESSIBLE, I THINK. THERE IS AN OPTION TO ADD CASE NOTES ONTO THAT DATABASE. BUT ANOTHER WAY THAT I'VE DONE IT, AND I JUST LIKE THIS WAY BETTER, PERSONAL PREFERENCE, IS OPENING UP A WORD DOC, I HAVE A TEMPLATE WHERE I NAME IT AS A CASE NOTE AND I ALREADY HAVE THE DATE AND STUDENT'S NAME. THEN I TYPE UP THE CASE NOTE AND THEN SAVE IT AS AN ELECTRONIC FILE WITH, LIKE, CASE NOTE, PERSON'S LAST NAME, DATES, AND THEN I PRINT IT OUT FOR THE HARD COPY FILE.

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>> ARE YOU ABLE TO READ OTHER PEOPLE'S CASE NOTES?

>> IF THEY'RE HANDWRITTEN, NO, I'M NOT ABLE TO DO THAT. THAT IS A DIFFICULTY AS A COUNSELOR. WHEN YOU GET DOCUMENTATION IN, DOCTOR'S HANDWRITING IS HORRIBLE TO READ, EVEN IF YOU HAVE A READER, VERY HARD TO READ. AND EVEN THOUGH WE RECOMMEND TO THEM, HEY, WE HAVE THIS EDITABLE FORM YOU CAN FILL OUT, THEY DON'T DO IT. THEY JUST SUBMIT WHAT THEY WRITE AND IT IS UP TO US TO DISCERN WHAT IT IS THEY ARE TRYING TO TELL US, AS FAR AS RECOMMENDATIONS GO. BUT EVERYTHING

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IS HARD COPY, UNLESS WE PHYSICALLY SIT THERE AND TYPE UP ALL THE DOCUMENTATION, THERE IS JUST NO GOOD WAY TO DO IT AND EVERYTHING IS IN A FILING SYSTEM. WE DIGITIZE IT, IT WOULD TAKE SO MUCH WORK BECAUSE THE STANDARD IS STILL HANDWRITING.

>> SO DO YOU HAVE A READER WHO HELPS YOU WITH THOSE?

>> I DO. I REVIEW DOCUMENTATION QUITE A BIT. I DO USE A READER TO DO THAT.

>> DOES YOUR CAMPUS USE A STUDENT PORTAL SYSTEM OF SOME SORT FOR REGISTRATION, TRACKING, ALL OF THAT? HOW IS THAT FOR YOU, THE PORTAL?

>> UP UNTIL TWO YEARS AGO, WE HAD A SYSTEM CALLED MARKS. IT WAS COMPLETELY INACCESSIBLE TO ANY SCREEN READER. SO IF I NEEDED A STUDENT RECORD TO LOOK AT THEIR GRADES OR WHAT THEIR SCHEDULE WAS, I HAD TO CALL SOMEBODY ELSE OR WAIT FOR MY ASSISTANT TO COME IN AND WE WOULD PULL IT UP AND GO FROM SCREEN TO SCREEN. PRETTY CUMBERSOME. I THINK IT WAS A DOS-BASE PROGRAM. WE HAVE SWITCHED SINCE THEN TO PEOPLE SOFT. AND THOUGH PEOPLE SOFT HAS A LOT OF INFORMATION, AT LEAST I CAN ACCESS THAT INFORMATION. IT TOOK SOME TRAINING ON MY OWN TO FAMILIARIZE MYSELF WITH THE LAYOUT OF EACH OF THE PAGES, ABOUT BUT IT IS MUCH BETTER THAN NOT HAVING ANY ACCESS AT ALL.

>> A NUMBER OF PEOPLE ON THE PHONE TODAY HAVE MENTIONED THE ISSUES WITH TECHNICAL SUPPORT FOR THEM WHEN THEY WERE TRYING TO ACCESS THINGS. HOW HAS THAT BEEN FOR YOU ON THE OSU CAMPUS?

>> I WOULD DEFINITELY ECHO THAT. ON OUR CAMPUS, WE HAVE NOLAN CRAB, OUR ASSISTANT TECHNOLOGY DIRECTOR. BETWEEN HIM AND OUR AT COORDINATOR AND KEN, TYPICALLY I CAN GET MY QUESTIONS ANSWERED. BUT OHIO STATE IS UNIQUE, IN THAT WE HAVE STAFF ALL THE TIME HERE THAT CAN ANSWER QUESTIONS WHEN IT COMES TO ACCESSIBILITY.

>> THEY KNOW HOW TO SPELL SCREEN READER?

>> YES.

>> THAT'S A GOOD THING. OTHER QUESTIONS FROM COMMISSION MEMBERS? OKAY. ANGIE, THANK YOU SO MUCH.

>> WELCOME, MICHELLE.

>> THANK YOU TO MY ESCORT.

I WOULD LIKE TO TALK TO THE COMMISSION TODAY AS A STUDENT, FORMER STUDENT, OF THE OHIO STATE UNIVERSITY. LAST SPRING, I GRADUATED FROM THE SOCIAL WORK DEPARTMENT WITH MY MSW, MASTER OF SOCIAL WORK. AND I'VE HEARD A LOT OF NEGATIVE STORIES TODAY AND I'D LIKE TO FOCUS ON WHEN THINGS WORK AND WHEN -- IN A POSITIVE EXPERIENCE FROM THE STUDENT. WHEN I FIRST STARTED, I HAD JUST LOST MY VISION AS AN ADULT ABOUT 10 OR 12 YEARS AGO. I LOST MOST FUNCTIONAL VISION. I STILL HAVE A LITTLE BIT OF VISION. I RELEARNED HOW TO DO EVERYTHING. WHEN I CAME TO OHIO STATE, IT WAS PART OF MY REHABILITATION ABOUT SIX OR SEVEN YEARS AGO. STILL LEARNING HOW TO USE THINGS, BUT WHEN I SAT IN THE CLASSROOM FOR THE FIRST TIME WITH MY MATERIALS I HAD RECEIVED FROM ALTERNATIVE MEDIA IN THE

OFFICE FOR DISABILITY SERVICES, WHERE THEY HAD BEEN CONVERTED TO SOMETHING I COULD LISTEN TO, WHILE STUDENTS WERE LOOKING AT THE POWERPOINTS, SIMULTANEOUSLY, AND IT WAS BEING DESCRIBED TO ME IN MY EAR PIECE SIMULTANEOUSLY, IT WAS A REAL FEELING OF ACCESS. EVERYTHING WAS WORKING, AND IT WAS A GOOD FEELING. WITHOUT IT, I WOULDN'T HAVE CONTINUED. I WOULD HAVE BEEN ONE OF THOSE STUDENTS WHO WOULD HAVE DROPPED OUT OR WOULD HAVE QUIT OR WOULD HAVE GIVEN UP BECAUSE IT IS SO DIFFICULT ON A DAY-TO-DAY BASIS TO TRY AND KEEP ACCESSING THE SAME THING, TO TRY AND KEEP TRYING TO GET ACCESS TO WORD DOCUMENTS INSTEAD OF PDF'S. AND SO WITH SOME -- A LITTLE BIT OF -- YOU HAVE TO BE PROACTIVE AS A STUDENT, AND WITH THE RIGHT RESOURCES, WHICH WE HAVE AT THE OHIO STATE UNIVERSITY, I MEAN, IT IS ONE OF THE BEST OFFICES OF DISABILITY SERVICES. THAT'S ONE OF THE REASONS THAT I DECIDED TO ATTEND THERE INSTEAD OF A SMALLER SCHOOL, IS BECAUSE THEY HAVE SO MUCH RESOURCES. BUT BECAUSE ALL OF THAT IS IN PLACE, THEY WERE ABLE TO PROVIDE ME WITH DOCUMENTS IN ADVANCE, TEXTBOOKS, POWERPOINT, HANDOUTS, COURSE PACKETS. ALWAYS IN A TIMELY MANNER. IN MY GRADUATE STUDIES, I HAD NUMEROUS JOURNAL ARTICLES THAT WOULD -- AND THE PROFESSORS WOULD ADD TO THE SYLLABUS AS THE QUARTER WENT ON. AND SO THEY HAD TO BE COGNIZANT, THE PEOPLE IN ALTERNATIVE MEDIA HAD TO BE COGNIZANT OF THE FACT THEY WOULD ADD TO THE LIST, LONG LIST OF JOURNAL ARTICLES. THEY KEPT UP TO DATE WITH THAT AND KEPT ME WITH THOSE MATERIALS. I DIDN'T MISS -- I DON'T THINK I MISSED ANYTHING. I HAD FULL ACCESSIBILITY IN TERMS OF READING MATERIALS. AND I'M REALLY GRATEFUL FOR THAT. WITHOUT THAT, I WOULD NOT HAVE BEEN A SUCCESSFUL STUDENT. SO I WOULD LIKE TO JUST SAY THAT THE COMMISSION COULD LOOK AT A UNIVERSITY THAT'S DOING THINGS WELL AS A MODEL, AND TRY TO HELP OTHER UNIVERSITIES, YOU KNOW, LEARN FROM THAT AND MAKE SURE THEY ARE PROVIDING THAT TO THEIR STUDENTS, IF POSSIBLE. AND THE WAY THAT FACULTY CAN HELP, WE HAD TALKED ABOUT THAT A LITTLE BIT EARLIER, IS FOR BLIND STUDENTS, ANYWAY, OR VISUALLY IMPAIRED STUDENTS, IS TO PROVIDE STUDENTS, AS MUCH AS POSSIBLE, WITH TEXT-BASED DOCUMENTS OR WORD DOCUMENTS, BECAUSE PDF'S ARE NOT ALWAYS ACCESSIBLE WITH A SCREEN READER. SO SOMETIMES MY PROFESSOR WOULD SAY GIVE ME ARTICLES OR DOCUMENTS THAT THEY HANDED OUT IN CLASS IN A WORD DOCUMENT FORMAT THAT WAS ALREADY ACCESSIBLE FOR ME, BUT IF IT WASN'T, I WOULD SEND IT TO ALTERNATIVE MEDIA. THEY WOULD CONVERT IT AND SEND IT BACK TO ME, ALL VIA E-MAIL WITHIN 24 HOURS. AGAIN, VERY ACCESSIBLE. WHERE I DID NOT HAVE VERY GOOD SUCCESS AND VERY MUCH LUCK WAS ANY TIME I NEEDED TO USE CERTAIN WEB SITES, INTERNET ACCESS. THAT WAS NOT ALWAYS EASY FOR ME. EACH WEB SITE IS DIFFERENT AND HAS A DIFFERENT LEVEL OF ACCESSIBILITY. THAT HAS ALWAYS BEEN A CHALLENGE. WE USE CARMEN AS OUR INTERFACE FOR STUDENTS, AND OVER THE YEARS, IT HAS BECOME MORE ACCESSIBLE, BECAUSE STUDENTS LIKE MYSELF HAVE BEEN INVOLVED IN TESTING THE SOFTWARE WITH THE SCREEN READER TO SEE HOW ACCESSIBLE IT IS. SOME CHANGES HAVE BEEN MADE. IT'S A LITTLE BIT BETTER, BUT STILL NOT IDEAL. SO THINGS LIKE ACCESSING MY COURSEWORK FROM CARMEN IS NOT ALWAYS GONE SMOOTHLY. RESEARCHING ARTICLES DID NOT GO SMOOTHLY, ALTHOUGH MANY DIFFERENT THINGS WERE ATTEMPTED WITH ME, LIKE TRAININGS. AND I WORK WITH THE WEB ACCESSIBILITY SPECIALISTS AND WE'VE TRIED A LOT OF DIFFERENT THINGS. WHAT WAS FINALLY DECIDED WAS SOMEONE WOULD RESEARCH WITH ME AND GET ARTICLES, GIVE ME THE ABSTRACTS. I WOULD READ THEM AND TELL THEM WHETHER I WANTED THAT ARTICLE OR NOT FOR MY PAPERS. THAT'S SORT OF HOW IT WORKED WITH ME.

>> THANK YOU. COMMISSION MEMBERS, TUCK?

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>> MICHELLE, DID YOU PROVIDE THE POWERPOINT TO ALTERNATIVE MEDIA, AND THEN THEY RECORDED IT?

>> ALTERNATIVE MEDIA CONTACTED THE INSTRUCTORS. WHEN I SCHEDULED FOR MY CLASSES, WHICH WAS USUALLY THE FIFTH WEEK OF THE QUARTER PRIOR TO THAT QUARTER, I WOULD LET THEM KNOW IMMEDIATELY WHAT MY SCHEDULE WAS, THE COURSE NUMBER. THEY WOULD CONTACT THE INSTRUCTORS PRETTY EARLY TO START WORKING ON MY MATERIALS. SO THEY DID IT DIRECTLY THROUGH THE INSTRUCTORS, USUALLY. IF THERE WAS SOMETHING SUPPLEMENTAL THAT THE INSTRUCTOR PASSED OUT IN CLASS, HE GAVE IT TO ME IN HARD COPY, OR SHE GAVE IT TO ME IN HARD COPY, AND I WOULD THEN EITHER SCAN IT IN, E-MAIL IT TO ALTERNATIVE MEDIA, OR BRING IT INTO THE OFFICE AND THEY WOULD CONVERT IT FOR ME.

>> THANK YOU.

>> LINDA?

>> MICHELLE, IT'S MY UNDERSTANDING THAT IT TAKES LONGER FOR SOMETHING TO READ TEXT TO THAN IT WOULD TAKE A GOOD READER, A NORMAL

READER, TO READ SOMETHING TO THEMSELVES. SO IT WOULD TAKE A BLIND INDIVIDUAL, DYSLEXIC INDIVIDUAL, LONGER TO DIGEST THE SAME MATERIAL. HOW DID YOU HANDLE THIS TIME DIFFERENCE WITH YOUR COURSES? WHO TOLD YOU THAT? A USER?

>> MY EXPERIENCE. I'M A USER.

>> ARE YOU? OKAY.

>> I WAS KIND OF A SLOW READER BEFORE I LOST MY VISION. ONCE I GOT THE HANG OF USING A SCREEN READER, I COULD READ MUCH FASTER. SO I STORMED THROUGH ARTICLES. I READ ALL OF THE MATERIALS THAT ALTERNATIVE MEDIA CONVERTED FOR ME. I MIGHT BE THE ONLY STUDENT THAT ACTUALLY READ ALL OF THEM.

>> PROBABLY.

>> WAS THERE SPEED CONTROL?

>> THERE IS A SPEED ADJUSTMENT, YES. SOME USERS I'VE HEARD, I HAPPEN TO KNOW ANGIE, AND SHE LISTENS TO HER SCREEN READER AT A HIGHER RATE THAN I DO. MY RATE IS PRETTY HIGH. BUT WE SORT OF INCREMENTALLY INCREASE IT OVER TIME AS YOU GET MORE PRO ON EFFICIENT WITH IT. AND I CAN LISTEN AT A VERY HIGH SPEED. I HAVE GOOD COMPREHENSION, AS WELL.

>> LINDA DOESN'T KNOW ABOUT THE SCREEN READER AWARDS WITH SPEED.

>> YOU SHOULD HEAR IT. IT IS AMAZING, SOME USERS THAT -- THE LONGER YOU USE IT, THE FASTER IT GOES. SOME PEOPLE USE IT AND IT IS AMAZING.

>> OTHER QUESTIONS?

>> SO WE'VE HEARD SOME OF THE THINGS THAT YOU THINK MAKE THE OSU'S DSS OFFICE PARTICULARLY EFFECTIVE FOR YOU AS A STUDENT. JUST LISTENING TO THE SORT OF THINGS YOU IDENTIFY, IT WAS PROACTIVE, REACHING OUT TO THE INSTRUCTORS,

KEEPING TRACK AS THE COURSE IS GOING ON, INITIAL INFORMATION, TURNING AROUND YOUR CONTENT IN 24 HOURS OF CURRENT THINGS.

SO MAYBE THOSE ARE -- AND PART OF OUR CHARGE IS TO TALK ABOUT BEST PRACTICES AND HOW THIS IS DONE, SO IT IS EXPLICITLY PART OF OUR JOB. ARE THERE OTHER SORT OF THINGS LIKE THAT THAT YOU CAN IDENTIFY, LIKE DO THIS, THIS, THIS, DON'T DO THAT, THAT, THAT?

>> I THINK MORE WE NEED TO TALK WITH INSTRUCTORS DIRECTLY, THE STUDENTS WITH A DISABILITY, SO WE CAN GET THAT GOING, THE IDEA THAT THE FACULTY CAN MAKE VERY EASILY GIVE YOU A WORD DOCUMENT THAT THEY HAVE SAVED AS A PF. THEY CAN TURN IT INTO TEXT AND HAND IT TO YOU, OR E-MAIL IT TO YOU IF YOU ARE VISUALLY IMPAIRED. SO IT CAN BE THE CONTACT BETWEEN THE STUDENT AND FACULTY, THAT CAN BE MUCH QUICKER. IT CAN BE -- IT ELIMINATES THE EFFORTS OF ANOTHER DEPARTMENT.

IT ALSO MAKES THEM ACCOUNTABLE FOR THE MATERIALS THEY'RE DISTRIBUTING. CERTAINLY IF IT IS AVAILABLE, YOU KNOW, ONCE THEY'RE AWARE I NEEDED TEXT DOCUMENTS, MOST OF THEM, 85 PERCENT OF THEM, WILLING TO TRY TO SAVE THEM AS TEXT DOCUMENTS AND E-MAIL THEM TO ME. THAT SEEMED TO WORK PRETTY WELL. SO MAYBE WORKING WITH THE FACULTY TO ON, MORE AND MORE ON A ONE-TO-ONE BASIS, STUDENT FACULTY, SO THEY ARE MORE AWARE OF WHAT THEY NEED TO BE DOING TO MAKE CLASSES ACCESSIBLE INSTEAD OF HAVING THE DISABILITY SERVICES OFFICES BE THE ONLY ONES THAT ARE AWARE OF WHAT ACCESSIBLE MEANS. SO EDUCATE FACULTY, I SUPPOSE. ONE WAY THAT I CAN DO THAT IS JUST ON A ONE-TO-ONE BASIS, AND AS THE OFFICE FOR DISABILITY SERVICES CAN DO THAT ON AN OFFICE-TO-FACULTY BASIS. THEY'RE STARTING TO DO THAT A LITTLE BIT. I KNOW THAT BECAUSE RECENTLY, I BECAME EMPLOYED AS A COUNSELOR THERE. THAT WAS ONE OF THE THINGS -- ONE OF THE JOBS I WANTED MORE THAN ANYTHING. SO I'M VERY PROUD TO BE A COUNSELOR, AS WELL.

>> CONGRATULATIONS.

>> IT IS A VERY GOOD FIT AS AN EMPLOYEE, AS WELL, BECAUSE I GET SUPPORT THERE TECHNOLOGICALLY, AND ALSO I HAVE THE PERSPECTIVE OF A STUDENT THAT'S JUST GRADUATED. IT IS CONSIDERED A GOOD MATCH.

>> MICHELLE, WE DO E-MAIL MATERIALS TO BE PUT IN A DIFFERENT FORMAT. DID YOU E-MAIL IT TO THE OFFICE OR TO A PARTICULAR PERSON? DID YOU HAVE A COUNSELOR ASSIGNED TO YOU IN ALTERNATIVE MEDIA?

>> I HAD A COUNSELOR ASSIGNED TO ME AT THE OFFICE. I ALSO HAD -- THERE WERE TWO PEOPLE -- TWO INDIVIDUALS THAT I WOULD E-MAIL THE DOCUMENTS TO. TWO PEOPLE THAT ARE SORT OF IN CHARGE OF THAT. AND THEN THEY HAVE SEVERAL STUDENT EMPLOYEES THAT HELP WITH EDITING AND SCANNING. SO I WOULD SEND MINE TO NICOLE OR SARA, AND THEY WOULD EITHER DO THEM THEMSELVES OR HAVE THEM DONE BY A STUDENT. TURN AROUND TIME WAS AMAZING. I WAS THERE FOR SIX YEARS FINISHING MY DEGREE. IN ALL THAT TIME, I AN REALLY FEEL LIKE I HAD A VERY POSITIVE EXPERIENCE.

>> YOU THINK THE FACT THAT YOU ARE E-MAILING IT TO AN INDIVIDUAL OR INDIVIDUALS, THERE IS THAT TIE AND THE FEELING OF THE RESPONSIBILITY ON THEIR SIDE TO GET IT BACK TO YOU?

>> I THINK SO, YES. SOMEONE I COULD CALL AND SAY, YOU KNOW, SPEAK WITHIN STEAD OF JUST A NEBULOUS E-MAIL ADDRESS. IT WAS SOMEONE I COULD CALL AND SAY, WELL,

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THIS IS NOT QUITE EXACTLY WHAT I NEED, BECAUSE THIS DIDN'T WORK OUT OR THIS DIDN'T COME THROUGH. SO HAVING SOMEONE -- A PERSON WAS DEFINITELY HELPFUL.

>> IS THAT GENERALLY THE WAY IT IS DONE IN DSS OFFICES?

>> OURS IS AWFULLY BIG, A BIG OFFICE, SO WE HAVE THE TWO PEOPLE, AND THEN SEVERAL STAFF THAT DO THE EDITING AND SUCH. I WOULD THINK MOST ARE ON A SMALLER SCALE.

>> DEPENDS ON THE CAMPUS. BUT GENERALLY, IF THERE ARE COUNSELORS, YOU WOULD HAVE AN ASSIGNED COUNSELOR. UP A LOT OF THE REALLY SMALL ESPS OFFICES HAVE ONE PERSON DOING EVERYTHING. THAT PRETTY MUCH GOES TO THAT ONE PERSON.

>> WE HAVE REGIONAL CAMPUSES, FOUR OR FIVE DIFFERENT REGIONAL CAMPUSES IN THE COLUMBUS AREA, IN THE CENTRAL OHIO AREA, AND ALL OF THEM ARE ONE-MAN SHOWS OR ONE-WOMAN SHOWS.

>> STEPHAN?

>> DURING YOUR UNDERGRADUATE EDUCATION, DID YOU HAVE A RELATIONSHIP WITH A DEPARTMENT OF VOCATIONAL REHAB?

>> YES. RSC, REHAB SERVICES COMMISSION. BSVI, BUREAU OF SERVICES FOR THE VISUALLY IMPAIRED. IT WAS A PARTNERSHIP, SO THEY HELPED ME WITH SOME THINGS, AND OHIO STATE OFFICE FOR DISABILITY SERVICES HELPED ME WITH SOME THINGS, DEPENDING.

>> SO DID YOU KIND OF COORDINATE BETWEEN THE TWO AND HELP THEM BE FRIENDS WITH EACH OTHER?

>> I DIDN'T INITIATE THAT RELATIONSHIP. THEY ALREADY HAD THE RELATIONSHIP. BUT FOR MYSELF, I COORDINATED SERVICES AND ACCOMMODATIONS FOR MYSELF.

>> THANK YOU.

>> MICHELLE, WHAT HARDWARE AND SOFTWARE WERE YOU USING TO ACCESS YOUR MATERIALS?

>> EARLY IN MY UNDERGRAD, I USED MAGIC AND JAWS. I STILL HAD SOME VISION. I STILL HAVE VISION BUT I DON'T RELY ON IT TO READ. IT IS TOO STRENUOUS. I USE JUST THE SCREEN READING SOFTWARE, JAWS. DRAGON DICTATE SOMETIMES, JUST FOR MY CELL PHONE, BASICALLY. I USE SOME MAGNIFICATION FOR SPOT READING OR LOOKING AT THINGS IF I GET INTO A PINCH OR IF I DON'T HAVE AN ASSISTANT TO READ IT TO ME OR MAKE SURE IT HAS COME OUT PROPERLY IN PRINT OR SOMETHING LIKE THAT. I USED A DEVICE IN SCHOOL THAT WAS LIKE A LAPTOP WITHOUT A MONITOR. IT WAS A KEYBOARD THAT HAD MANY FUNCTIONS. IT WAS CALLED A VOICE NOTE EMPOWER. IT WAS A SMALL KEYBOARD FOR NOTE TAKING, WORD PROCESSING, ADDRESS BOOK, THINGS LIKE THAT. SO IT HAD USB CAPABILITY SO I COULD LOAD DOCUMENTS ONTO IT. THAT'S HOW I WAS ABLE TO LISTEN TO POWERPOINTS AND NOTES IN CLASS WITH THE REST OF THE CLASS. AND TAKE NOTES.

>> OVER THE TIME SPAN, BECAUSE YOU'RE COVERING SIX OR SEVEN YEARS THERE, HOW DID YOU SEE THE ACCESS AND THE TECHNOLOGY CHANGE OVER TIME, IF YOU DID?

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>> I WAS SORT OF A NEW USER WHEN I -- ABOUT 12 YEARS AGO, WHEN I FIRST STARTED USING THE TECHNOLOGY FOR LOW VISION. I HADN'T HAD MUCH EXPERIENCE WITH COMPUTERS PRIOR TO THAT.

I'M NOT REAL TECHNOLOGICALLY SAVVY, OTHER THAN THE SOFTWARE THAT I USE. JAWS HAS COME A LONG WAY IN A SHORT TIME. MANY OF THE WEB SITES HAVE COME A LONG WAY, AS WELL, SO THAT I CAN ACTUALLY GET SOME BANKING DONE. MY BANK WEB SITE IS FAIRLY ACCESSIBLE. IT STILL FRUSTRATES ME, BUT I'M NOT CLEARING THE DESK AS OFTEN, YOU KNOW, OR SLAMMING MY FIST ON THE TABLE QUITE AS FREQUENTLY. I'M A LITTLE MORE KNOWLEDGEABLE SO I CAN TALK WITH TECH SUPPORT A LITTLE WITH BETTER NOW. SO I THINK IT HAS IMPROVED QUITE A BIT OVER THE YEARS, BUT I'VE ALSO LEARNED MORE AND MORE OVER THE YEARS.

>> ONE LAST QUESTION. DID YOU EVER RUN INTO THE SITUATION THAT MARY ANNE BROUGHT UP, ABOUT A PART-TIME INSTRUCTOR WHO WAS MAYBE NOT ASSIGNED UNTIL A DAY OR TWO BEFORE THE CLASS?

>> YES, BUT IT WAS -- THE MATERIALS WERE STILL TURNED AROUND FOR ME IN A TIMELY MANNER. IF THEY COULDN'T GET IT ALL DONE AT ONCE, THEY WOULD GET ME THE FIRST FEW CHAPTERS -- FIRST ASSIGNMENTS ON THE SYLLABUS, AND THEY WOULD WORK THAT WAY. SO FOR THE FIRST WEEK'S READINGS, THEY WOULD GIVE ME CHAPTER 1 AND 2 AND THE THREE ARTICLES THAT WENT WITH IT. THAT WORKED BEAUTIFULLY, BECAUSE AT LEAST I COULD KEEP IT. OR THEY WOULD GIVE ME THE -- ALTERNATIVE WOULD GET ME THE CONVERTED FIRST TWO CHAPTERS OF THE BOOKS SO YOU I COULD STAY IN SYNC WITH THE CLASS AND GET THE REST AS IT WENT.

>> GREAT. THANK YOU VERY MUCH. WE REALLY APPRECIATE YOUR TIME.

>> THANKS FOR YOUR TIME.

>> OKAY. NEXT UP WE HAVE KEN PETRY. WELCOME.

>> HI.

>> YOU HAVEN'T BEEN SITTING HERE QUITE AS LONG. WOULD YOU LIKE US TO INTRODUCE OURSELVES?

>> SURE. GO AHEAD.

>> I'M GAIER DIETRICH, AND I AM THE COMMISSION CHAIR. I'M WITH THE HIGH TECH CENTER TRAINING UNIT OF THE CALIFORNIA COMMUNITY COLLEGES.

>> I'M GLINDA HILL. I'M WITH THE U.S. DEPARTMENT OF EDUCATION.

>> MARK RICCOBONO WITH THE NATIONAL FEDERATION OF THE BLIND.

>> TUCK TINSLEY WITH THE AMERICAN PRINTING HOUSE FOR THE BLIND.

>> BETSEY WIEGMAN WITH THE U.S. DEPARTMENT OF EDUCATION'S OFFICE FOR CIVIL RIGHTS.

>> I'M A PRIVATE CITIZEN, DR. LINDA TESSLER, PSYCHOLOGIST WHO SPECIALIZES IN LEARNING DISABILITIES. I'M SEVERELY DYSLEXIC MYSELF.

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>> HOLLY ANDERSON, OFFICE OF THE UNDER SECRETARY, U.S. DEPARTMENT OF EDUCATION.

>> STEPHAN SMITH FROM AHEAD.

>> JIM FRUCHTERMAN FROM BOOK SHARE.

>> OKAY. KEN, WE'LL HAVE ABOUT FIVE MINUTES FOR YOU TO TESTIFY, AND THEN ABOUT 10 MINUTES OR SO FOR THE COMMISSION TO ASK YOU QUESTIONS.

>> OKAY. I ACTUALLY HAVE A PREPARED STATEMENT THAT I CAN SEND ALONG, AS WELL. I'M JUST GOING TO READ FROM IT. I'M THE DIRECTOR OF THE WEB ACCESSIBILITY CENTER HERE ON CAMPUS. THE OSU WEB ACCESSIBILITY CENTER WORKS ON CAMPUS TO GIVE WEB ACCESSIBILITY WORKSHOPS ON TECHNICAL TOPICS AND PROVIDE CONSULTATION AND DEVELOPMENT ADVICE TO IT UNITS, DEVELOPERS, CONTENT PROVIDERS AND OFFERERS. WE'RE OFTEN INVOLVED IN ENTERPRISE LEVEL PURCHASING DECISIONS AND HAVE A NUMBER OF ACTIVE COLLABORATIONS WITH VENDORS, INCLUDING DESIRE TO LEARN, WHICH POWERS OUR CAMPUS LEARNING MANAGEMENT SYSTEM, EBSCO, LIBRARY DATABASE VENDOR, AND ELSEVIER, SCIENTIFIC JOURNAL PUBLISHER. IN ADDITION, WE ARE INVOLVED IN A VARIETY OF GRANTS SPONSORED BY THE OHIO BOARD OF REGENTS AND OHIO REHABILITATION SERVICES COMMISSION, FOCUSING ON THINGS SUCH AS VIDEO CAPTIONING, DELIVERING IN SEARCH, DISTRIBUTION OF ASSISTIVE TECHNOLOGIES, ACCESS TO MATH, PDF CREATION, ACCESSIBILITY CHECKING, AND REMEDIATION. IN THE STATEMENT, I LIMIT MY COMMENTS TO TWO THINGS THAT I SEE AS MOSTLY UNADDRESSED ON OUR CAMPUS, WHICH I FEEL THIS COMMISSION MIGHT MAKE RECOMMENDATIONS ON IMPROVING AT A NATIONAL LEVEL. THESE ARE AUTHORING TOOLS GUIDELINES AND PURCHASING RECOMMENDATIONS AND REQUIREMENTS. MY CENTER HAS WORKED FOR FIVE YEARS WITH DESIRE TO LEARN WITHIN A MULTIPLE UNIVERSITY AND COLLEGE CONSORTIUM, FOCUSING ON ACCESSIBILITY OF THE LMS. MANY OF OUR RECOMMENDATIONS HAVE BEEN INCORPORATED INTO THE PRODUCT CONTRIBUTING TO THE LMS'S GOLD LEVEL ASSESSMENT CERTIFICATION BY THE NFB, WHICH HAPPENED A COUPLE MONTHS AGO. THOUGH THE LMS ITSELF MAY BE MOST LEAVE ACCESSIBLE, THERE IS A WIDE VARIETY -- WIDE VARIABILITY IN THE ACCESSIBILITY OF CONTENT POSTED TO OR AUTHORED WITHIN THE SYSTEM. WE HAVE WORKED WITH DESIRE TO LEARN TO CREATE HTML TEMPLATES WITH PROPER ACCESSIBILITY, BUT THERE IS NO GUARANTEE THESE TEMPLATES WILL BE USED OR USED CORRECTLY. THOUGH THE HTML EDITOR WITHIN THE LMS IS ITSELF RELATIVELY ACCESSIBLE AND DOES SOME BASIC CHECKING, THE PROPER ACCESSIBILITY-RELATED ATTRIBUTES AND TAGS ARE ADDED DURING CONTENT CREATION THAT DOES NOT PERFORM AN ACCESSIBILITY CHECK ON THE CONTENT, BE THIS CONTENT CREATED WITHIN THE HTML EDITOR ITSELF OR CONTENT UPLOADED INTO THE SYSTEM, USUALLY PDF, POWERPOINT, THINGS LIKE THAT. THIS TOOL AND SIMILAR ONES IN CONTENT CREATION SYSTEMS INCLUDING MULTIMEDIA TOOLS SHOULD BE REQUIRED TO FACILITATE AND VERIFY THE ACCESSIBILITY OF THEIR OUTPUTS. TO THIS END, WE WOULD ENCOURAGE THE COMMITTEE TO RECOMMEND SUPPORT OF AND OFFER IMPROVEMENTS TO THE WORLD WIDE WEB CONSORTIUM ATAG SPECIFICATION, AUTHORING TOOLS ACCESSIBILITY GUIDELINES, AND

SUBSEQUENTLY, TO RECOMMEND ADOPTION OF THE SPECIFICATION AS AN ENFORCEABLE STANDARD. AS I MENTIONED, WE HAVE BEEN INVOLVED IN A NUMBER OF ENTERPRISE PURCHASING DECISIONS. WE ARE FORTUNATE WE HAVE ALLIES WITHIN MANY OF THE

OFFICES RESPONSIBLE FOR PURCHASING AND SOFTWARE DEPLOYMENTS. IN PARTICULAR, WE ARE OFTEN CONSULTED BY STAFF WITHIN OUR OFFICE FOR THE CIO TO PARTICIPATE IN PURCHASING PROCEDURES. NEVERTHELESS, THERE ARE SOMETIMES DESIRES AND CONCERNS WHICH OUTWEIGH OR OVERPOWER ACCESSIBILITY. OUR COLLABORATIONS ON OUR ENTERPRISE E-MAIL SYSTEM AND CALENDAR SYSTEM, IDENTITY MANAGEMENT SYSTEM, CURRENT INVESTIGATION ON TOOLS FOR VIRTUAL COLLABORATION IN PARTICULAR, CAMPUS ENTITIES HAVE BEEN PROACTIVE IN SEEKING OUR HELP AND ADVICE. NEVERTHELESS, WE DO NOT HAVE A FORMAL POLICY REQUIRING ACCESSIBILITY TO BE PART OF EITHER OUR RFP'S THAT GO OUT TO VENDORS, OR OUR INTERNAL REVIEW OF PROSPECTIVE PRODUCTS. TO THIS END, WE ENCOURAGE DEVELOPMENT OF BOILERPLATE RFP LANGUAGE THAT POST-SECONDARY INSTITUTIONS CAN USE TO MODEL THEIR OWN PURCHASING PROTOCOLS, AND EVEN BETTER, LANGUAGE IN THE LEGAL STRUCTURE BEHIND IT THAT WORKS TO ALLOW POST-SECONDARY INSTITUTIONS TO DRAFT BINDING CONTRACTS WITH VENDORS THAT PUT THE ONUS OF ACCESSIBILITY ON THE VENDOR, SINCE NOW THE CASE IS THAT UNIVERSITIES ARE SOLELY LIABLE. THAT'S MY STATEMENT. THANK YOU.

>> THANK YOU. QUESTIONS FROM THE COMMISSION MEMBERS? I SEE WHEELS TURNING. MARK?

>> YES. MARK RICCOBONO. KEN, FOR WHATEVER PART YOU HAD IN DESIRE TO LEARN, CONGRATULATIONS. THEY HAVE DONE A GREAT JOB. COULD YOU TALK A LITTLE BIT MORE ABOUT THE PURCHASING SIDE IN TERMS OF SOME OF THE THINGS YOU'RE SEEING COMING FROM VENDORS? WE'VE HEARD A LITTLE BIT IN THE LAST COUPLE DAYS ABOUT VENDORS PROVIDING CLAIMS OF BEING ACCESSIBLE AND THEN NOT BEING ACCESSIBLE. COULD YOU TALK A LITTLE BIT ABOUT SOME OF THE PURCHASES THAT HAVE BEEN MADE AND MAYBE CLAIMS THAT VENDORS MADE AND WHAT YOU'VE FOUND, THAT SORT OF THING?

>> SURE. SO I'LL GIVE ONE EXAMPLE, BECAUSE I'M VERY INVOLVED IN IT RIGHT NOW. UNIVERSITY IS LOOKING AT PURCHASING AT AN ENTERPRISE LEVEL A CONFERENCING SYSTEM, SIMILAR TO ILINC HERE. WE LOOKED AT ILINC. WE GOT -- WE CREATED A RUBRIC THAT ALL OF THE VENDORS FILLED OUT AND RESPONDED TO. WE LOOKED AT THE RECONNECT. WE'VE LOOKED ILLUMINATE. I DON'T THINK I CAN SPEAK TO WHAT OUR FIRST CHOICES WERE. BUT I CAN SAY THAT WHAT ENDED UP HAPPENING, OR SEEMS TO BE HAPPENING, IS WE'RE HAVING TO COMPROMISE SOME LEVEL OF ACCESSIBILITY

DUE TO FINANCIAL CONCERNS. AND I DON'T THINK THAT'S UNEXPECTED. BUT I THINK THERE EXISTS IN THE FIELD CURRENTLY A PRODUCT THAT'S BETTER THAN THE ONE WE'LL PROBABLY END UP CHOOSING. AND THAT'S NOT MY IDEAL. BUT I THINK IT'S PRETTY REGULAR. NOW, THE FACT THAT I GOT INCLUDED AT ALL IN THIS PROCESS WAS THE RESULT OF SOMEBODY WHO IS AN ALLY. IT WASN'T THE CIO HERSELF. ALTHOUGH SHE'S RECEPTIVE. IT WAS ONE PERSON WHO HAPPENED TO BE INVOLVED IN THIS PROCEDURE WHO SAID, LET'S BRING IN THE ACCESSIBILITY GUY. AND THAT'S THE WAY IT ALSO HAPPENED WITH OUR ENTERPRISE E-MAIL PURCHASE. WHEN WE LOOKED AT DESIRE TO LEARN AND THE OTHER LMS'S, THIS IS RIGHT BEFORE I TOOK THE JOB SIX YEARS AGO, THERE WAS -- IT SEEMED TO BE A MORE FORMAL PROCESS, WHERE THERE WAS A LARGER SCALE EVALUATION AND PEOPLE SIGNED OFF ON IT. AT THAT POINT, I DON'T KNOW I WOULD HAVE SIGNED OFF ON IT, BUT ONE OF THE THINGS THAT'S GREAT ABOUT D2L IS THEY ARE CANADIAN. THEY'RE SMALL AND THEY'RE REALLY HUNGRY. THOUGH THEY ARE QUITE BIT BIGGER NOW. THEY'VE PARTNERED WITH US AND WE'VE BEEN WORKING TO IMPROVE THAT SYSTEM ALL ALONG. BUT THE -- THERE'S JUST A GAP. WE DIDN'T HAVE - - THERE'S NOTHING THAT WE HAVE ON THE GROUND NOW, EVEN THOUGH WE HAVE A

WEB ACCESSIBILITY POLICY, THAT SAID PURCHASING HAS TO GO THROUGH SOME KIND OF FORMAL PROCEDURE AND CHECKPOINTS AND VERIFICATION AT MULTIPLE STAGES. IT JUST DOESN'T EXIST.

>> EXCELLENT. FOLLOW-UP QUESTION. BECAUSE I THINK SOMEBODY EARLIER MENTIONED THIS. YOU ALL, IN LOOKING AT SOME OF THESE THINGS, UTILIZE ACTUAL STUDENTS WITH DISABILITIES IN THE KICKING OF THE TIRES; IS THAT RIGHT?

>> YES, WE DO. SO WE DID USABLE TESTING WITH DESIRE TO LEARN WITH STUDENTS, LOOKING AT SYSTEMS. WE'VE DONE SOME -- WE HAVE A LITTLE COMMITTEE CALL OSU AT COORDINATE. AND A NUMBER OF THE MEMBERS, ANGIE IS ONE OF THEM, SHE'S GONE NOW, BUT IF SHE WERE HERE, SHE WOULD RAISE HER HAND, I BET, TO VERIFY THAT I'M NOT MAKING STUFF UP. AND WE HAVE A COUPLE OF OTHER MEMBERS ON THAT COMMITTEE WHO HAVE DISABILITIES. AND THEY'VE HELPED. BUT IT TENDS TO BE IN KIND OF AN AD HOC WAY. ONE THING WE ARGUED FOR A NUMBER OF YEARS AGO, AND AT ONE POINT, IT WAS VERY HIGH ON THE LIST FOR IMPROVEMENTS TO OUR PARTICULAR UNION, WHICH IS OUR CENTER FOR CUTTING-EDGE MEDIA AND TECHNOLOGY, WAS TO HAVE A USABLE ACCESSIBILITY CENTER, WHERE WE COULD HAVE KIND OF A PLACE WHERE EVEN IF PEOPLE WERE DEVELOPING STUFF INTERNALLY, THEY COULD BRING IT TO HAVE IT TESTED WITH STUDENTS OR FACULTY OR WHOEVER. AND THAT HASN'T HAPPENED.

SO IF WE DO DO IT, WE KIND OF SLAP IT TOGETHER. BUT WE DO TRY TO DO IT.

>> THANKS.

>> KEN, I HAVE A FOLLOW-UP QUESTION ALSO. WHEN THEY'RE LOOKING AT THE COST, I'M WONDERING IF THERE'S ANY CONSIDERATION AT LOOKING AT THE COST -- POTENTIAL COST FOR ACCOMMODATING WHATEVER IS NOT ACCESSIBLE.

>> THE REASON I THINK THAT MIGHT NOT HAPPEN HERE IS THAT WE HAVE A VERY GOOD OFFICE FOR DISABILITY SERVICES. THAT SOUNDS LIKE A WEIRD STATEMENT, BUT I THINK WHAT WOULD END UP HAPPENING IS THEY WOULD SORT OF SILENTLY ABSORB IT, WHICH IS WHAT THEY DO FOR EVERYTHING.

>> IT DOESN'T SOUND WEIRD AT ALL BECAUSE WHAT'S EVERYBODY DOES WHO HAS GOOD DISABILITY SERVICES. THAT'S ONE OF THE HIDDEN COSTS PEOPLE FORGET TO TAKE INTO ACCOUNT. THEY LOOK AT STUFF AND SAY THIS ONE'S NOT AS ACCESSIBLE, BUT IT IS CHEAPER, YET THEY NEVER TAKE INTO ACCOUNT HOW MUCH IT WOULD ACTUALLY COST TO ACCOMMODATE THAT. WHICH IS SIGNIFICANT. OTHER COMMISSION MEMBERS? STEPHAN?

>> KEN, WOULD YOU SAY MORE ABOUT THE SPREADING THE JOY OF LIABILITY PAST JUST THE INSTITUTION OF HIGHER EDUCATION.

>> SOMETHING NEAR AND DEAR TO OUR HEARTS.

>> I DON'T KNOW. I HAVE A VESTED INTEREST IN FOLLOWING THAT LINE OF THOUGHT, AS FAR AS WE CAN GO. NO, BUT I'D LIKE YOU TO SAY MORE, BECAUSE I THINK THAT YOU KIND OF WOVE THAT IN WITH MODEL OF PURCHASING, POSSIBLY SOME POLICY SUGGESTIONS FOR THE COMMISSION. AND I'M JUST WONDERING IF YOU COULD SAY MORE THAN JUST THE THREE SENTENCES YOU DID ABOUT WHAT YOUR THOUGHTS ARE AROUND THAT.

>> WELL, IT COMES OUT OF BEING INVOLVED IN SOME OF THESE PROCEDURES. AND SO WHAT I SEE IS A LOT OF LABOR BEING EXPENDED ON OUR SIDE. WE'RE REVIEWING THEIR VOLUNTARY PRODUCT ACCESSIBILITY TEMPLATES AND GOING, WELL, WHEN THEY -- YOU'LL ASK THE TEMPLATE WILL ASK A QUESTION AND THE RESPONSE WILL BE NA. WHEN YOU KNOW THAT THE PROD SHOULDN'T BE RESPONDING IN THAT CATEGORY WITH AN NA. SO THAT PARTICULAR STATEMENT COMES OUT OF SORT OF A FRUSTRATION. I FEEL LIKE IF THERE WAS SOME WAY FOR THE UNIVERSITY WITH ALL OF THE PURCHASING POWER IT HAS AND THE GUARANTEE TO A VENDOR OF RENEWING -- VIRTUAL GUARANTEE OF RENEWING CONTRACTS, SUPPORT LICENSES, ALL OF THE KINDS OF COSTS THAT UNIVERSITIES INCUR, THIS UNIVERSITY, WITH PUBLIC DOLLARS, TO THEN BE GIVEN A PRODUCT THAT THEY HAVE TO KIND OF BEND OVER BACKWARD TO MAKE ACCESSIBLE, OR TO ACCOMMODATE, KIND OF WORK AROUND, IS EXTREMELY FRUSTRATING. AND I THINK FUNDAMENTALLY UNFAIR. AND SO IF THERE WERE THE ABILITY -- AND I DON'T THINK RIGHT NOW THERE REALLY IS.

I KIND OF DOUBT THERE'S WILL. THERE MAY BE WILL, AND THERE'S A COUPLE PEOPLE'S PLATES, BUT GENERALLY, WE SORT OF -- THERE'S A KIND OF -- WE'RE BEHOLDING TO VENDORS FOR WHAT THEY PROVIDE US. AND WE TAKE IT IF IT DOES 85 PERCENT OF THINGS WELL. AND IF THERE WERE THE ABILITY TO PUT -- AND I THINK IT WOULD NEED SOME KIND OF HIGHER AUTHORITY, LIKE SOME SORT OF OKAY AT THE FEDERAL LEVEL TO SAY, YES, YOU SHOULD INCLUDE THIS KIND OF LANGUAGE IN YOUR CONTRACTS AND, YOU KNOW, THE U.S. GOVERNMENT WILL HELP GUARANTEE THAT YOU CANNOT BE DISCRIMINATED AGAINST AS A UNIVERSITY WITH A PURCHASING POLICIES THAT HAVE THIS INCLUDED INTO IT, THAT KIND OF THING WOULD NEED TO BE IN PLACE FOR THE UNIVERSITY TO HAVE THE GUTS TO PUT IT INTO THEIR STATEMENTS. NOW, I MEAN, I THINK ONE PLACE WHERE A MODEL COULD BE TAKEN IS SECURITY. AND I DON'T KNOW, I'M NOT FAMILIAR ENOUGH WITH THE LITIGATION AROUND SECURITY ISSUES, BUT I WOULD BET THAT IF THERE ARE BIG SECURITY HOLDS IN A PRODUCT WHEN THERE IS A CLAIM MADE DURING PURCHASING PROCEDURE, THE SECURITY IN THIS AREA WAS PATCHED. AND THE UNIVERSITY INCURRED COSTS THAT THEY WOULD BE ON THE VENDOR FOR SOME SORT OF READDRESS. I DON'T THINK THAT HAPPENS FOR -- YOU KNOW, IN THE SPHERE OF ACCESSIBILITY.

>> THANK YOU.

>> MARK, DO YOU HAVE ANOTHER QUESTION?

>> YES, I WILL FOLLOW UP, BECAUSE I'M HAPPY TO PLAY ON STEPHAN'S TEAM ON THIS ONE FOR SURE. KEN, I KIND OF HEARD YOU SAY THIS, AND I DON'T REALLY WANT TO LEAD YOU INTO THIS IF THIS IS NOT WHAT YOU WANT TO SAY. BUT FROM YOUR EXPERIENCE, DEALING WITH VARIOUS VENDORS, AND IT SOUNDS LIKE YOU GET BROUGHT IN WHEN SOMEONE THINKS IT IS A GOOD IDEA TO LOOK AT ACCESSIBILITY, I HAVE THE IMPRESSION -- TWO IMPRESSIONS. A, VENDORS AREN'T -- FROM YOUR EXPERIENCE, VENDORS AREN'T PUTTING ACCESSIBILITY ON THE TABLE FROM THE BEGINNING IN THEIR DISCUSSIONS WITH THE UNIVERSITY, AND B, THAT WHEN ACCESSIBILITY COMES ON THE TABLE, IT IS AS AN ADD-ON FEATURE THAT'S GOING TO COST MORE.

>> NOT SO MUCH THE LATTER. I DON'T THINK THIS PARTICULAR VIRTUAL CLASSROOM, YOU KNOW, CONFERENCING TOOL, IS MORE EXPENSIVE JUST BECAUSE OF THE ACCESSIBILITY WORK THEY HAPPEN TO HAVE DONE. I DON'T KNOW WHY. SMALLER COMPANY, PERHAPS. SO I DON'T THINK SO MUCH THAT THERE'S A PREMIUM THAT YOU PAY FOR ACCESSIBILITY. BUT I DO AGREE WITH THE FIRST PART OF THAT, THAT OFTEN IT'S NOT ADVERTISED, AND IT WILL ONLY BE ADVERTISED IF THEY'VE GOT IT LOCKED DOWN. THEY'RE NOT GOING TO TALK ABOUT IT UNLESS THEY'RE PRETTY SURE THEY CAN

STAND BEHIND IT. THAT'S NOT USUALLY THE CASE, BUT THAT SEEMS TO BE THE -- THE OTHER THING THAT IS CERTAINLY TRUE IS YOU GET WIDE, WIDE VARIABILITY IN VOLUNTARY PRODUCT ACCESSIBILITY TEMPLATES. THE VOLUNTARY PRODUCT ACCESSIBILITY TEMPLATE IS BASED ON 508, AND 508 IS INCOMPLETE.

IT DOESN'T COVER EVERYTHING IT SHOULD. AND 508 IS ALSO NOT UNIVERSALLY APPLICABLE TO -- I MEAN, REALLY WHAT YOU SHOULD HAVE IS YOU SHOULD HAVE A VPAT THAT SPEAKS TO WHAT YOUR PRODUCT IS AND THE FUNCTIONALITY OF YOUR PRODUCT RATHER THAN SOME GENERIC THING THAT'S BASED ON 508, WHICH IS A RATHER OLD GUIDELINE. SO ONE OF THE THINGS THAT DESIRE TO LEARN DID IS CREATED NOT ONLY A VPAT AND WE HELPED WRITE SOME OF THE LANGUAGE IN THEIR VPAT, THEY ALSO CREATED A CHECKLIST. SO THAT'S THE KIND OF THING WE WOULD LIKE TO SEE. THEY'RE ALSO REALLY HONEST IN IT. WE SUCK IN THIS AREA, THEY'LL SAY.

>> OKAY. WE -- HOLLY?

>> OKAY. THE LANGUAGE THAT YOU JUST USED IN THIS, VPAT OR WHATEVER, I DIDN'T UNDERSTAND WHAT THAT MEANT. I WOULD LIKE TO, AND THEN I HAVE A QUESTION.

>> OKAY. SO I MENTIONED WHAT'S -- WE JUST KIND OF TRUNCATE INTO VPAT, STANDS FOR VOLUNTARY PRODUCT ACCESSIBILITY TEMPLATE. IT IS BASED ON FEDERAL -- THE FEDERAL 508 GUIDELINES. OFTEN LIMITED TO SECTION 1194.22, AND SOMETIMES ADDING IN 1194.31, WHICH IS THE FUNCTIONAL PART OF 508. AND IT WILL MAKE A STATEMENT THAT'S USUALLY PULLED STRAIGHT FROM THE -- FROM 508, AND THEN IT WILL HAVE A BOX SAYING, DO WE COMPLY, DO WE NOT COMPLY, AND MAYBE A SECTION FOR COMMENTS. SO THE VENDORS, MOST VENDORS NOW, IT SEEMS LIKE, THAT WE DEAL WITH HAVE THESE THINGS. ONE EXAMPLE THAT WAS MENTIONED BEFORE WAS PEOPLE SOFT SLASH ORACLE. THEY HAVE A VPAT FOR PEOPLE SOFT. BUT YOU LOOK AT THESE THINGS A LOT AND IT IS CLEAR THAT THE PERSON FILLING THIS OUT IS NOT ALL THAT EXPERIENCED WITH ACCESSIBILITY. IT IS GETTING A LOT BETTER, BUT EVEN TWO, THREE YEARS AGO, YOU'D SEE THEM AND THEY'RE JUST WRONG. THEY ARE GETTING BETTER. BUT THEY'RE VOLUNTARY. THAT'S THE REAL KIND OF BAD TERM IN THAT WHOLE THING.

>> THE QUESTION I HAVE IS, I HAVE, BECAUSE I'VE LISTENED TO THE COMMISSION ABOUT CONTRACT LANGUAGE. I HAVE SEEN CONTRACT LANGUAGE IMPLEMENTED, AND THEN BECAUSE THEY DIDN'T INCLUDE QUALITY METRICS IN THAT CONTRACT LANGUAGE, IT DIDN'T SOLVE THE PROBLEM. AND DO YOU HAVE ANY EXPERIENCE WITH DEFINING QUALITY METRICS TO BE ABLE TO PUT INTO THERE TO MAKE SURE THAT WAS EFFECTIVE, TO MAKE SURE THAT, YOU KNOW WHAT, WE PUT THIS IN HERE, WE ACTUALLY GOT WHAT WE REALLY WANTED. ANY OPINIONS WITH THAT?

>> WE HAVEN'T DONE THAT. IT IS JUST BECAUSE OF -- I THINK IT IS BECAUSE OF BANDWIDTH. WE DON'T HAVE ENOUGH STAFF TO DO IT. WE HAVE DONE ASSESSMENTS BEFORE THE FACT OF THE PURCHASE.

AND WE TAKE IMPRESSIONS AFTER THE FACT. BUT THERE IS NO SORT OF QUALITY ASSURANCE AFTER THE THING HITS THE TURF THAT I'VE SEEN. AT LEAST IN TERMS OF ACCESSIBILITY. AT LEAST NOTHING SYSTEMATIC. IT IS ALWAYS AD HOC. NOW, FOR THIS VIRTUAL CLASSROOM PURCHASE THING, WE DID CREATE A PRETTY GOOD RUBRIC. IT WAS DONE IN COLLABORATION WITH THE CIO'S OFFICE. IT WAS GIVEN TO ALL VENDORS, ALL VENDORS HAD TO FILL IT OUT. IT WASN'T JUST LIKE THE VENDOR SAYS THEY MEET CERTAIN CRITERIA AND WE TEST IT. THEY HAD TO BE VERY SPECIFIC ABOUT WHERE THEY MEET XYZ CRITERIA. BUT AFTER THE FACT, QUALITY ASSURANCE STUFF, NO.

>> WE DO NEED TO CUT THIS OFF NOW. I THINK WE WOULD LOVE IF YOU CAN GIVE US A COPY OF THE RUBRIC THAT YOU DEVELOPED. WE WOULD LOVE TO SEE THAT. THANK YOU SO MUCH FOR COMING AND SPEAKING WITH US.

>> THANKS. NEXT WE HAVE NICOLE SHATA.

>> MY NAME IS NICOLE, I'M HERE WITH THE OHIO STATE UNIVERSITY IN THE PRODUCTION CENTER. IN MY STATEMENT, WE HOPE TO GIVE INSIGHT INTO OUR ALTERNATIVE MEDIA ENVIRONMENT AND OUTLINE SOME KEY CONCERNS. THE OFFICE FOR DISABILITY SERVICES HERE AT THE OHIO STATE UNIVERSITY IS INVOLVED WITH CONVERSION OF COURSE MATERIALS FOR A VARIETY OF ACADEMIC DEPARTMENTS. IN THIS SPRING QUARTER, WE ARE PRODUCING ALTERNATIVE TEXT FOR CLASSES IN 45 DEPARTMENTS AND DISCIPLINES. IN FALL QUARTER, IT CAN GET UP TO 119 COURSES. WORKING WITH THIS VARIETY OF SUBJECT MATTER, WE HAVE FOUND THAT RECRUITING STUDENT STAFF FROM THE VARIOUS DISCIPLINES HAS BEEN A VERY EFFECTIVE TOOL IN PRODUCTION DUE TO THE STUDENTS' FAMILIARITY WITH THE SUBJECT MATTER. ANOTHER BENEFIT OF THIS RECRUITMENT METHOD IS THE ABILITY TO PROVIDE SCRIBES DURING TESTING ACTIVITY WHO ARE FAMILIAR WITH THE VARIOUS SUBJECT MATTER, ALLOWING FOR A MUCH SMOOTHER WORKFLOW IN THE SCRIBING PROCESS. THIS PRACTICE HAS ALLOWED US TO PROVIDE STUDENT EMPLOYMENT ON CAMPUS AND GIVE THESE STUDENTS A SKILL SET IN THE DIVERSITY EXPERIENCE THAT VERY FEW OF THEIR CLASSMATES WILL BE ABLE TO BRING TO THE INTERVIEW TABLE UPON GRADUATION. SO THERE ARE DISTINCT BENEFITS FOR STUDENT EMPLOYEES INVOLVED IN ALTERNATIVE MEDIA PRODUCTION. NEVERTHELESS, THE COSTS INVOLVED IN EMPLOYING A LARGE POOL OF STUDENT LABOR ARE QUITE HIGH. FOR EXAMPLE, FOR SUMMER AND FALL QUARTERS OF 2010, THE OFFICE FOR DISABILITY SERVICES PAID OUT NEARLY \$90,000 IN UNDERGRADUATE STUDENT LABOR WITHIN THE ALTERNATIVE MEDIA PRODUCTION CENTER ALONE. ASIDE FROM STAFFING, THE NEXT MAJOR CONCERN IS KEEPING UP WITH TECHNOLOGY THAT IS NOW EMERGING WITH E TEXT AND E TEXT DEVICES. AS WE LOOK TO THE FUTURE, OUR HOPE IS THAT THERE WILL BE A

UNIVERSALLY ACCESSIBLE STANDARD FORMAT IDENTIFIED FOR THE VARIOUS DEVICES AVAILABLE TO OUR USERS. E PUB 3 SEEMS TO HOLD MUCH PROMISE, BUT DEVICE SOFTWARE AND AT VENDORS WILL NEED TO SUPPORT THE RICH STRUCTURES AND FUNCTIONALITY AVAILABLE WITHIN THIS FORMAT. WE CURRENTLY OFFER OUR STUDENTS THE FOLLOWING FORMATS. RTF.DOC, MP3, TAG PDF WITH IMAGES, TAG PDF WITH TEXT ALONE, VIA VARIOUS TECHNOLOGIES, AND DAISY BOOKS. FOR CERTAIN DISCIPLINES AND APPLICATIONS, WE DO IN-HOUSE PRODUCTION OR SOMETIMES OUTSOURCE THE PRODUCTION OF NEMETH AND MUSIC BRAILLE AND TACTILE GRAPHICS. WHILE WE CAN DO PAPER ENLARGEMENTS, THE NEED FOR SUCH HAS MOSTLY PASSED NOW. THOUGH THIS SEEMS LIKE A PROLIFERATION OF FORMATS AND MEDIA, IT IS A RELATIVELY SMALL SUBSET OF AVAILABLE, ACCESSIBLE, OR PARTIALLY ACCESSIBLE ALTERNATIVE MEDIA AND ELECTRONIC FORMATS.

SIMPLIFICATION AND AUTOMATION OF PRODUCTION WOULD BE HELPFUL, BUT EVEN MORE SO, BORN DIGITAL ACCESSIBLE FORMATS FROM THE PUBLISHES, BOTH BOOK AND PERIODICAL, WE FEEL IS THE TRUE GOAL. THE NEXT IMPORTANT ISSUE, THE NEXT MOST IMPORTANT ISSUE THAT WE FACE IDENTIFICATION OF COURSE MATERIALS IN A TIMELY MANNER. THERE ARE RECOMMENDATIONS THAT WE MAKE TO DEPARTMENTS FOR EARLY SUBMISSION OF COURSE CONTENTS, BUT IT IS VERY TYPICAL THAT WE ARE NOTIFIED ABOUT MATERIALS QUITE LATE OR NEW MATERIALS ARE POSTED TO A COURSE, LMS, WITH ONLY A SMALL TIME WINDOW FOR TURN AROUND. WE HAVE A MEMBERSHIP

THROUGH THE ACCESS TEXT NETWORK, OR ATN, CURRENTLY PAID FOR WITH THE COOPERATIVE HELP OF THE OHIO BOARD OF REGENTS AND OHIO REHABILITATION SERVICES COMMISSION. AND THAT HAS MADE A MAJOR DIFFERENCE IN COST OF BOOKS AND TIME SCANNING. EVEN SO, WE ARE STILL HAVING TO QUALITY CONTROL THE FILES THAT WE RECEIVE FROM ATN. THOUGH THE FILES WE RECEIVE TYPICALLY HAVE TEXT CONTENT, SOURCE ORDER AND STRUCTURE ARE OFTEN NONOPTIMAL. FOR THE MATH AND SCIENTIFIC EQUATIONS, IT IS TYPICALLY NECESSARY TO PERFORM OCR WITH MD READER, EXPORT TO HTML, PLUS MATH ML, AND PERFORM EDITING OF THE EQUATION. WITH COMPLEXITY, TIMELINESS OF DELIVERY IS A MAJOR CONCERN. AS MORE AND MORE MATERIALS GO ONLINE, THE CONCERN FROM OUR END IS TO ESTABLISH BEST PRACTICES FOR THE POSTING OF MATERIALS. GUIDELINES, PREFERABLY WITH SOME CONCEPTION OF ENFORCEMENT AT A NATIONAL LEVEL, EDUCATION, AND TRAINING WOULD BE HELPFUL FOR INSTRUCTORS. DEVELOPMENT OF STANDARDIZED WORKFLOWS WITHIN OUR LIBRARY SYSTEM FOR POSTING OF ACCESSIBLE E RESERVE MATERIALS WOULD ALSO BE WELCOME. OF COURSE, BORN DIGITAL ACCESS IS HIGHLY DESIRABLE. AMONG MANY INSTRUCTORS AND STAFF WHO PUT DOWNLOADABLE MATERIALS ONLINE, THERE STILL EXISTS A MISCONCEPTION THAT POSTING AN IMAGE-BASED PDF, FOR A COMMON EXAMPLE, MEANS THE CONTENT IS ACCESSIBLE. OF COURSE, IT IS NOT. WE BELIEVE THAT BORN DIGITAL ACCESSIBLE MATERIALS FROM PUBLISHERS AND CLEAR AND PROVEN WORKFLOWS FOR CREATION OF ACCESSIBLE

EDUCATIONAL MATERIALS MODELS FOR BOTH MEDIA PRODUCTION UNITS AND MORE LIMITED WORKFLOWS FOR INDIVIDUAL CONTENT CREATORS, ALONG WITH ENFORCEABLE GUIDELINES FOR POSTING EDUCATIONAL MATERIALS, HELP ALLEVIATE, THOUGH CERTAINLY NOT ELIMINATE, MANY OF THE CONCERNS OUTLINED IN THIS STATEMENT. THANK YOU.

>> THANK YOU.

>> WE WILL HAVE A COPY OF THIS STATEMENT?

>> YES.

>> ARE YOU MICHELLE'S NICOLE?

>> I AM MICHELLE'S NICOLE, YES.

>> QUESTIONS FOR NICOLE?

>> HOW LONG HAVE YOU BEEN WORKING FOR THE DEPARTMENT?

>> I HAVE -- THIS IS MY SECOND YEAR, ALTHOUGH I WAS A STUDENT READER BACK IN '94 TO '97-8. A LITTLE BIT LONGER. I WAS ON THE FIVE-YEAR PLAN OF UNDERGRAD. BUT I READ BOOKS ON TAPE, AND ACTUALLY LEFT TO PURSUE A CAREER IN MARKETING, AND THEN IN HEALTH CARE. AND I CAME BACK TO DO THE ALTERNATIVE MEDIA PRODUCTION CENTER. IT IS A WONDERFUL EXPERIENCE TO SEE ALL OF THE CHANGES FROM CASSETTE TAPES TO WHAT WE HAVE NOW.

>> ONE OF THE THINGS THAT I BELIEVE EVERYBODY IN THIS ROOM MIGHT AGREE IS TRUE, UNIVERSAL DESIGN HELPS EVERYBODY, NOT JUST STUDENTS WITH DISABILITIES. I'M WONDERING IF YOU HAVE ANY EXAMPLES AT OHIO STATE WHERE MAYBE YOU'RE CREATING THESE DOCUMENTS FOR STUDENTS WITH DISABILITIES, BUT THEN IT BECOMES

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AVAILABLE FOR STUDENTS WITHOUT DISABILITIES, JUST TO IMPROVE THE LEARNING OPPORTUNITY. DO YOU HAVE ANY EXPERIENCES WITH THAT HERE?

>> I CAN GIVE YOU AN EXAMPLE OF A COURSE WE'RE DEALING WITH THIS QUARTER. IT IS A COURSE WITH ONLY DIGITAL MATERIALS. THERE ARE NO TEXTBOOKS. THE INSTRUCTOR HAS PUT UP 243 DIGITAL MATERIALS IN THIS COURSE. IT IS A PH.D. COURSE, SO THERE'S A LITTLE MORE TIME TO COMPLETE THE COURSE. BUT IN ORDER FOR US TO EVEN CHECK AND SEE IF THEY'RE ACCESSIBLE, AND THIS STUDENT USES A COMPLETELY DIFFERENT FORMAT THAN WHAT THE ORIGINAL FORMAT IS, WE HAVE TO DOWNLOAD AND OPEN 243 MATERIALS. SO IT TOOK THREE HOURS TO DOWNLOAD THAT MANY. AND I THINK IF YOU WERE A STUDENT, WALKING AROUND WITH A DISABILITY, MAYBE NOT REGISTERED WITH ODS, FOR YOU TO GO THROUGH THAT TIME JUST TO SEE IF THEY WERE ACCESSIBLE, SO THAT'S -- YOU KNOW, THIS IS ONE STUDENT IN THE COURSE. IF YOU HAVE 25 STUDENTS, THEY'RE ALL HAVING THAT EXPERIENCE, TIMES 25. THAT'S ONE EXAMPLE. I THINK -- LET'S SEE. 66 PERCENT OF ALL OF OUR MATERIALS WE DID IN THE FALL WERE DIGITAL. IF YOU THINK ABOUT THAT, WE'RE NOT EVEN -- TEXTBOOK IS NOT

EVEN A MAJOR CONCERN ANYMORE. SO TEXTBOOK IS ONE PROBLEM BECAUSE YOU'RE SCANNING AND UNDOING THE REST OF THE WORK. BUT THE DIGITAL MATERIALS, SINCE YOU DIDN'T PRODUCE THEM YOURSELVES AND THEY WEREN'T AUTHORED IN LARGE -- IN MANY CASES, THEY WEREN'T AUTHORED IN AN ACCESSIBLE WAY, OR IN A WAY THAT COULD BE OUTPUT IN AN ACCESSIBLE WAY, YOU'RE HAVING TO REMEDIATE, WHICH TAKES EVEN LONGER THAN SCANNING AND OCRING THE BOOK.

>> GLENDA?

>> YES. YOU SAID 66 PERCENT WERE NOT TEXTBOOKS. WHAT KIND OF MATERIALS WERE THEY?

>> IT COULD BE ANYTHING FROM A JOURNAL ARTICLE, MOST OF THE TIME, IT IS A JOURNAL ARTICLE. TO A HANDOUT. TO -- I MEAN, WE HAD A STUDENT TAKING AN INTELLIGENCE COURSE, AND IT WAS A .GOV FILE ONLINE. IT WAS REDACTED PDF. TONS OF -- IT WAS MOSTLY BLACK MARKINGS, SO YOU HAVE TO RETYPE THE WHOLE THING. SO IF YOU THINK ABOUT UNIVERSAL DESIGN, THAT'S ONE STUDENT'S EXPERIENCE.

>> THANK YOU.

>> NICOLE, I HAD A FOLLOW-UP QUESTION. THE ADVANTAGE OF USING THE SCREEN READER SOMETIMES IS SOMETIMES THE REDACTIONS THAT THEY DO ARE ACTUALLY IMAGES, SO YOU CAN STILL WHAT'S REDACTED. THIS IS A HINT FOR THOSE OF YOU WHO DON'T USE SCREEN READERS. THE GOVERNMENT MAKES THIS MISTAKE A LOT.

>> WE WILL BE SURE TO DESCRIBE THOSE, THEN, SINCE THEY ARE IMAGES. JUST KIDDING. WE WON'T.

>> SORRY, I JUST GAVE A -- HOMELAND SECURITY IS GOING TO BE CALLING ME.

>> THEY'RE AT THE DOOR.

>> FORTUNATELY, YOU'RE A LAWYER, MARK.

>> NO, NO, I'M NOT.

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>> NICOLE, FOR EXAMPLE, THIS COURSE WHERE THERE'S THESE 200-PLUS ITEMS, DO YOU INTERNALLY HAVE A SYSTEM, THEN, ONCE YOU'VE TAKEN MATERIALS, YOU'VE MADE THEM INTO AN ACCESSIBLE FORMAT, DO YOU HAVE A SYSTEM FOR TRACKING AND RECYCLING THOSE?

>> WE DO.

>> CAN YOU TALK A LITTLE BIT ABOUT THAT?

>> YES. WE FUTURE THEM ALL IN A SPREAD, SO WE KNOW WHAT WE'VE DONE. WE CAN LOOK UP AND SEE IF WE'VE DONE SOMETHING. WHEN WE HAVE A CURRENT REQUEST, WE CAN SEE IF WE'VE DONE IT BEFORE. WE HAVE A SPREADSHEET. AND WE ALSO SAVE THE ELECTRONIC FILES TO A DEVICE CALLED A DROBO, WHICH HAS 12TERABYTES OF STORAGE, WHICH IS A LOT. WE PREVIOUSLY WOULD KEEP THINGS ON CD'S, BUT OVER TIME, THE DATA ACTUALLY GETS CORRUPTED. WE HAVE A WHOLE CD BOOK OF CD'S, WHERE A LOT OF IT IS ACTUALLY

UNFORTUNATELY CORRUPTED. WE'VE DONE ABOUT 4,000 BOOKS WE HAVE ON FILE RIGHT NOW. AND THEY'RE ALL BEING TRANSFERRED OVER BY OUR WONDERFUL STUDENTS TO THIS DROBO.

>> FOR THOSE INDIVIDUAL DIGITAL OBJECTS THAT PROFESSORS POST ON THIS OR THAT SYSTEM, DO YOU PASS THE ACCESSIBLE COPIES BACK TO THEM?

>> TO THE INSTRUCTORS?

>> YES, TO POST ON THAT SITE IN THE FUTURE?

>> THAT'S A GREAT IDEA. NO, WE DON'T CURRENTLY.

>> THERE MAY ACTUALLY BE ISSUES WITH THAT, BECAUSE THAT'S WHERE WE DO GET SOME COPYRIGHT. JIM?

>> SO I'M FROM BOOK SHARE, AND I REMEMBER A COUPLE YEARS AGO, OHIO STATE STARTED SENDING US BOOKS YOU GUYS SCANNED. IS THAT STILL GOING ON?

>> WE HAD A SITUATION WHERE WE WERE CLEANING HOUSE, AND THE BOOKS THAT WE WANT TO GIVE YOU ARE IN ANOTHER PLACE. BUT WE'RE LOOKING FOR THEM. AND WE DO -- YES. THEY'RE THERE, BUT LIKE I SAID, UNFORTUNATELY, KEEPING THINGS ON CD'S, SOME OF THE DATA HAS BEEN CORRUPTED. BUT IT'S DEFINITELY -- WE ARE DEFINITELY INTERESTED, AND IT IS IN PROGRESS.

>> GREAT. WE WOULD LIKE TO BE ANOTHER BACK-UP SITE FOR YOUR BOOKS. 4,000 BOOKS, HMM.

>> ANY OTHER COMMISSION MEMBERS? THANK YOU, NICOLE.

>> HI, LORI. SO --

>> NO NEED TO INTRODUCE. I'VE BEEN LISTENING.

>> OKAY. THAT SAVES US SOME TIME.

>> I NEED ALL THE TIME I CAN GET.

>> GO AHEAD AND START.

>> OKAY. I HAVE BEEN LISTENING TO THE DISCUSSIONS FROM THE COMMISSION SINCE DAY ONE. I'M MORE THAN PLEASED AT THE WORK FROM ALL OF YOU. YOU REPRESENT THE VOICES THAT NEED TO BE HEARD, AND I HEAR YOUR STRUGGLES FOR MEANINGFUL RECOMMENDATIONS. AS A 23-YEAR ACTIVE FACULTY MEMBER, I HAVE EXPERIENCED A TSUNAMI OF CHANGE IN MY WORK AS A TECHNOLOGY SPECIALIST. YESTERDAY IN YOUR MEETING, I HEARD MORE THAN ONCE THE PROMISE OF SHARED RESPONSIBILITY. WE CANNOT DO THIS ALONE. TODAY I WANT TO SHARE THE PERSPECTIVES FROM AN ACCESS SPECIALIST WHO TRAINED STUDENTS IN DISABLED STUDENT PROGRAMS AND SERVICES AND ALSO WORKS IN THE FACULTY RESOURCE CENTER, TRAINING FACULTY IN THE CREATION AND DELIVERY OF ACCESSIBLE AND INSTRUCTIONAL MATERIALS.

ON A DAILY BASIS, I AM PROBLEM SOLVING WAYS TO INCREASE ACCESSIBILITY ON OUR CAMPUS AND IN THE CLASSROOM. BRIEFLY, MY BACKGROUND IS AS AN INSTRUCTOR HERE ON CAMPUS, I ALSO CHAIR OUR INSTRUCTIONAL TECHNOLOGY COMMITTEE, SENATE COMMITTEE FOR OUR CAMPUS REPRESENTING OVER 50 ACADEMIC DEPARTMENTS. I'M A MEMBER OF OUR CAMPUS DISTRICT TECHNOLOGY COMMITTEE, A MEMBER OF OUR COMMITTEE FOR ONLINE INSTRUCTION. I WAS A PAST CHAIR OF THE HIGH TECH CENTER TRAINING UNIT, WHICH TRAINS AND SUPPORTS FACULTY IN OUR CALIFORNIA COMMUNITY COLLEGE SYSTEM. FOR THE LAST SEVERAL YEARS, I'VE SERVED AS CHAIR OF THE EDUCATIONAL TECHNOLOGY ADVISORY COMMITTEE, ADVISING THE CHANCELLOR'S OFFICE ON THE VISION, POLICY, AND PLANNING AND SUPPORTIVE DISTANCE EDUCATION AND EDUCATIONAL TECHNOLOGY. IN THE LAST YEAR, I'VE TAUGHT SEVERAL CLASSES ON CREATING ACCESSIBLE ONLINE COURSES FOR CALIFORNIA COMMUNITY FACULTY AND STAFF, INCLUDING FACULTY OUTSIDE OUR SYSTEM. RECENTLY, I WAS A MEMBER OF THE TASK FORCE TO REVISE THE 2011 DISTANCE EDUCATION ACCESSIBILITY GUIDELINES, OR CALIFORNIA COMMUNITY COLLEGES, WHICH ARE RELEASED JANUARY 2011. I ASK IN YOUR CHARGE TO REVIEW SYSTEMIC ISSUES AND BARRIER POINTS THAT YOU LOOK CLOSELY AT THE CHALLENGES OF ACCESSIBILITY IN DISTANCE EDUCATION IN ORDER TO PROVIDE ONLINE ENVIRONMENTS STUDENTS CAN BENEFIT FROM AND RESPOND TO BY SHOWING THEIR TRUE KNOWLEDGE OF THE SYSTEM MATTER AND NOT JUST THEIR COMPUTER PROBLEM SOLVING SKILLS WHEN BARRIERS ARISE. MY JOURNEY INTO DISTANCE EDUCATION STARTED IN 1998, WHEN THE OFFICE OF CIVIL RIGHTS CONDUCTED A STATEWIDE REVIEW UNDER TITLE 2 OF THE ADA, SECTION 504 OF THE REHAB ACT. THE REVIEW EXAMINED WHETHER STUDENTS WITH VISUAL IMPAIRMENTS, PARTICULARLY BLIND STUDENTS, WERE ACCORDED AN EQUAL EDUCATIONAL OPPORTUNITY. WE HAVE 2.76 MILLION STUDENTS THROUGH OUR 112 COLLEGES, AND AS THE LARGEST SYSTEM OF HIGHER EDUCATION, WE HAVE WORKED REALLY HARD OVER THE LAST 10 YEARS IN THE AREA OF DISTANCE EDUCATION. IN AN UPCOMING BIENNIAL REPORT TO OUR BOARD OF GOVERNORS, DISTANCE EDUCATION HAS GROWN AT A SIGNIFICANT RATE OVER THE LAST FIVE YEARS. IT IS NEARLY DOUBLED IN THE NUMBER AND PERCENTAGE OF COURSE SESSIONS. THE NUMBER OF STUDENTS TAKING DE COURSES HAS ALSO NEARLY DOUBLED, AND THIS YEAR'S REPORT, WE SEE AN INCREASE OF STUDENTS WITH SPEECH-LANGUAGE IMPAIRMENTS. WE ALSO SEE SIGNIFICANT DECLINE IN THE SUCCESS RATES FOR STUDENTS WHO ARE VISUALLY IMPAIRED. THE FIRST THREE YEARS, THESE STUDENTS HAVE IMPROVED 5 PERCENTAGE POINTS SINCE THE LAST REPORTING YEAR OF 2007-08. THIS MAY BE AN OUTCOME OF IMPROVED SERVICES IN THE COLLEGES AND PROVIDING ACCOMMODATIONS SUCH AS SPEECH RECOGNITION, AUDIO CONTENT, AND OTHER ADAPTIVE LEARNING TOOLS. THERE WAS A COMPARISON BETWEEN TWO DISABILITIES, AND THE VERY DIFFERENT OUTCOMES THEY HAVE EXPERIENCED OVER THE THREE-YEAR

PERIOD. THE TWO AREAS ARE DEVELOPMENTALLY DELAYED LEARNER AND SPEECH-LANGUAGE IMPAIRED, WHO DEMONSTRATE THE GREATEST GROWTH.

WHERE ARE THE BARRIER POINTS IN DISTANCE EDUCATION? FOR CAMPUSES, YOU CAN START AT THE BEGINNING OF THE ENROLLMENT PROCESS WHEN STUDENTS ARE FACED WITHIN ACCESSIBLE ONLINE CLASS SCHEDULES AND THEIR SCREEN READERS CAN'T EASILY NAVIGATE TO THE COURSE OF THEIR CHOICE. IT IS ALSO BECAUSE THE VENDOR, ONE OF MANY WHO SOLD COLLEGE SOLUTIONS THE STUDENT SERVICES AND ENROLLMENT TRACKING, THE CAMPUSES UNAWARE OF THE 508 CRITERIA, THE UNIVERSALLY DESIGNED INTERFACES. AS I WAS TRYING TO CONVINCE ONE SUCH VENDOR OF THE IMPORTANCE OF PURCHASING AN ACCESSIBLE PRODUCT, HE SAID TO ME, HOW MUCH BLIND STUDENTS DO YOU ACTUALLY HAVE? THE STUDENTS CAN BE WHEN STUDENTS ARE REQUIRED TO TAKE AN ONLINE ORIENTATION FOR THE COLLEGE, AND THE TOOLS WHICH CREATED THE ORIENTATION DID NOT ALLOW FOR ACCESSIBILITY TO BE BUILT INTO THE VIDEO DISPLAY FOR THE PERSON CREATING THE MEDIA HAS NOT BEEN PROPERLY TRAINED IN WEB ACCESSIBILITY GUIDELINES. THE BARRIERS FOR FACULTY STARTS AT THE CURRICULUM PROPOSAL LEVEL WHEN FACULTY WRITE THEIR DISTANCE EDUCATION ADS DEN DUMB SHINE DELIVERY TECHNOLOGY METHODS THEY WILL USE IN THE CLASSROOM. ALSO, COURSES CAN BE DELIVERED TO WEB PAGES, NOT NECESSARILY IN A LEARNING MANAGEMENT SYSTEM, BUT THE INSTRUCTOR MAY LACK KNOWLEDGE OF THE WEB ACCESSIBILITY STANDARDS. WHEN USING PUBLISHER'S ONLINE MATERIALS, THEY CAN BE INACCESSIBLE FOR THE CAPTIONING IS NOT AVAILABLE ON VIDEOS. OR WHEN FACULTY MEMBER IS TRYING TO PROVIDE THE ACCOMMODATION OF EXTENDED TIME FOR A DISABLED STUDENT AND IS FORCED TO WORK OUTSIDE THE PUBLISHER'S SYSTEM BECAUSE PROVIDING A TEST OR QUIZ WOULD EXTEND A TIME IS NOT A BUILT-IN OPTION TO ALLOW THE FACULTY MEMBER TO CREATE AN ALTERNATIVE ACCOMMODATION. ALSO, SIMULATIONS AND DEMONSTRATIONS FALL INTO THIS CATEGORY. IF THERE IS NO AUDIO DESCRIPTION EXPLAINING THE INFORMATION TO A STUDENT WHO IS DEAF, THEY ARE LOCKED OUT OF THE CLASSROOM. INACCESSIBLE E PATCH OR COURSE PACKS WHICH ARE COMPILATIONS OF BOOK, EXCERPTS, NEWSPAPER, MAGAZINE, JOURNAL ARTICLES, AND INSTRUCTOR AUTHORED MATERIALS. THESE MATERIALS ARE PUBLISHED IN ELECTRONIC FORMAT, ALLOWING STUDENTS TO SECURITY DOWNLOAD THE CONTENT. THEY CAN BE PULLED INTO A LEARNING MANAGEMENT SYSTEM OR USED AS PART OF A HYBRID COURSE, WHICH IS PARTLY FACE-TO-FACE AND ONLINE INSTRUCTION. IN MY WRITTEN TESTIMONY, I'M PROVIDING YOU WITH LINKS TO SOME OF THESE THINGS I'M TALKING ABOUT SO YOU ACTUALLY HAVE A VISUAL REPRESENTATION OF THE INFORMATION. AND ALSO A DESCRIPTION. USE OF LEARNING MANAGEMENT SYSTEMS CAN VARY IN HOW THEY PRESENT INFORMATION TO THE END-USER. YOU'VE HEARD TODAY SEVERAL EXAMPLES OF THAT. IF A STUDENT IS TAKING MORE THAN ONE ONLINE COURSE AT A PARTICULAR CAMPUS, AND THERE IS NO STANDARD FULFILLED FROM A DEPARTMENT, THAT CAN BE A CHALLENGE TO A STUDENT WHEN THEY ARE COMING UP AGAINST BARRIER ANSWER THEY'RE USED TO LOOKING AT A CERTAIN NAVIGATIONAL INTERFACE. I'M HEARING MORE AND MORE ABOUT BUDGETARY CONCERNS AND THE PROCUREMENT OF ACCESSIBLE SOFTWARE.

PERHAPS IN YOUR RECOMMENDATIONS, YOU CAN ADDRESS THIS, BECAUSE I THINK AS TIME GOES ON, AND COURSES ARE CUT, I THINK HERE IN CALIFORNIA, WE'RE LOOKING AT \$5 MILLION CUTS TO OUR UC, CSU, AND FOUR MILLION IN OUR COMMUNITY COLLEGE SYSTEM. THE LANGUAGE HAS TO BE STRONG AND DIRECT IN TERMS OF MAKING SURE THAT STUDENTS STILL HAVE ACCESS TO THESE TECHNOLOGICAL SOLUTIONS. AN UNEXPECTED CHALLENGE I FACED THIS YEAR WAS WHEN OUR TOTALLY ONLINE HEALTH INFORMATION TECHNOLOGY DEPARTMENT RECEIVED A FEDERAL GRANT FROM HEALTH AND HUMAN SERVICES TO EDUCATE PROFESSION MALLS IN ELECTRONIC HEALTH

RECORDS. I FOUND OUT MULTIPLE COLLEGE CAMPUSES ACROSS THE COUNTRY PROVIDING THE CURRICULUM AND TURNING IT OVER TO THE CONSORTIUM COLLEGES TO EACH. WHEN OUR CALIFORNIA COMMUNITY COLLEGES QUESTIONED THE ACCESSIBILITY OF THESE MATERIALS, I HAD TO HUNT DOWN WHO IN THE FEDERAL GOVERNMENT COULD TRAIN THE MULTIPLE COLLEGES ON ACCESSIBILITY SO THE GRANTEES COULD FEEL COMFORTABLE KNOWING THEY WERE DELIVERING ACCESSIBLE COURSES. OF COURSE, I HAD A STUDENT WHO WAS DEAF WHO NEEDED THE VIDEOS TO BE ACCESSIBLE. FOR STUDENTS WHO OFFER ONLINE COURSES, MANY CAMPUSES DEVELOP THEIR COURSES WITH A SIGNIFICANT DEGREE OF INDEPENDENCE AND ISOLATION FROM OTHER CAMPUSES. CAMPUSES NEED TO BE ENCOURAGED TO FOLLOW STANDARDS OF ACCESSIBILITY, AS WELL AS ESTABLISHING POLICIES AND PROCEDURES FOR COURSE PROPOSAL, DEVELOPMENT, AND WORKFLOW, REVIEW AND APPROVAL, WHICH IS KEY TO SUCCESSFUL EXPERIENCE BY ALL. MOST CAMPUSES NEED TO ADDRESS HOW THEY ARE PROVIDING ONLINE STUDENT SUPPORT SERVICES, WHICH ARE AVAILABLE TO FACE-TO-FACE STUDENTS. I AM ESPECIALLY CONCERNED FROM AN INSTITUTIONAL LEVEL, AS WE HAVE SEEN AN EXPLOSION OF DISTANCE EDUCATION, AT FOR PROFIT, NONPROFIT, AND PUBLIC INSTITUTIONS, REQUIRING AUDIT AND INVESTIGATIVE ATTENTION FROM THE DEPARTMENT OF EDUCATION. IN MY READINGS, I SEE GREATER OVERSIGHT IN OUR STATUTORY OR REGULATORY CHANGE IN THE AREA OF DISTANCE EDUCATION COMING DOWN THE ROAD. NOW COLLEGES REVIEW COMPLIANCE IN GENERAL AND WHY SHOULDN'T ACCESSIBILITY REVIEW FOR DISTANCE EDUCATION BE PART OF THIS FAST MOVING TRAIN? CAN'T FORGET CAMPUS SYSTEM CHANGE IS REQUIRED TO BE SUCCESSFUL. SO IN CONCLUSION, IT STARTS WITH A CURRICULUM APPROVAL PROCESS, BOTH FRONT END AND FINISHED PRODUCT. IT STARTS WITH PROCUREMENT, BEING PART OF THE DECISION-MAKING PROCESS. IT REQUIRES CONTINUED KNOWLEDGE, INTEGRATED SYSTEMS BEING USED BY THE COLLEGE TO SUPPORT FACULTY AND THEIR INSTRUCTION. IT REQUIRES CONSULTING WITH FACULTY REGARDING INSTRUCTIONAL THIRD-PARTY SOFTWARE. AND IT STARTS WITH TECHNOLOGY AND THE INFRASTRUCTURE REQUIRED FOR PROVIDING ONLINE COURSES AND ADDRESSING ACCESSIBILITY AND LEARNING MANAGEMENT PLATFORMS REQUIRES EXAMINING THE DISCRETE COMPONENTS THAT MAKE UP THE SYSTEM, AND AT THE SAME TIME, MAKING SURE THAT FACULTY ARE

TRAINED FOR PUTTING ACCESSIBLE MATERIAL INTO THOSE SYSTEMS. LAST BUT NOT LEAST, THE WORLD OF MOBILE DEVICES IS HERE. COLLEGE STUDENT SYSTEMS WILL NEED TO PROVIDE STUDENTS FLEXIBILITY IN COURSE LOOKUP, GRADE LOOKUP AND OTHER FEATURES THEY CAN RECEIVE ON THE GO. THAT'S IT.

>> OKAY. THANK YOU. COMMISSION MEMBERS, QUESTIONS FOR LAURIE?

>> LAURIE, I MISSED ONE PIECE. WHEN YOU SAID THAT PROVIDING A TEST WITH EXTENDED TIME COULDN'T BE DONE BECAUSE SOMETHING -- I MISSED THAT PART.

>> I WAS THINKING ABOUT HOW MUCH COURSE MATERIALS WITHIN A LEARNING MANAGEMENT SYSTEM, A FACULTY MEMBER CAN CREATE A SEPARATE TEST WITHIN THE SYSTEM FOR A STUDENT WITH A DISABILITY WHO IS ASKING FOR THE ACCOMMODATION. FOR A COUPLE OF INSTRUCTORS THAT I'VE WORKED WITH, USING PUBLISHER MATERIALS THAT HAVEN'T BEEN POSSIBLE AND THEY'VE HAD TO GO OUTSIDE THE SYSTEM TO CREATE THE ALTERNATIVE TEST.

>> IN OTHER WORDS, COURSE WARE MANAGEMENT SYSTEM LOCKS YOU INTO A CERTAIN TIME FRAME AND IT WON'T ALLOW YOU TO EXTEND THAT TIME FRAME FOR STUDENTS WHO NEED EXTRA TIME.

>> RIGHT.

>> OTHER QUESTIONS?

>> I GUESS THE QUESTION IS, JUST TO SAY IT, WOULD SAYING 508 APPLIES TO ALL FEDERALLY FUNDED UNIVERSITIES AND COLLEGES HELP SOLVE A LOT OF THE DISTANCE EDUCATION ISSUES THAT YOU'RE RETURNING INTO?

>> CERTAINLY FOR THE PROCUREMENT OF THESE -- INFRASTRUCTURE OF THE SYSTEMS, I THINK IN CALIFORNIA, WE HAVE OODLE, BLACKBOARD, E COLLEGE, DESIRE TO LEARN, SACAI, WE PROBABLY HAVE SEVEN OR EIGHT SYSTEMS GOING HERE THAT PROBABLY REPLICATE OTHER EXPERIENCES ACROSS THE COUNTRY. I THINK THAT'S A HUGE START, BECAUSE ONE OF MY FRUSTRATIONS IS WHEN I'M LOOKING ON THE WEB SITE TO HELP AN INSTRUCTOR IDENTIFY AN ACCESSIBLE TOOL, THE PEOPLE WHO ARE SELLING US THESE PRODUCTS ARE NOT MAKING IT OVERT ON THEIR WEB SITE THAT THEIR PRODUCT IS ACCESSIBLE. AND YOU HAVE TO DIG OR E-MAIL OR CALL THE VENDORS TO OWN UP TO THE FACT THAT THEY NEED TO PROVIDE THIS INFORMATION.

>> THANKS.

>> ANY OTHER QUESTIONS? LAURIE, YOU WILL BE SENDING US A COPY OF YOUR WRITTEN STATEMENT, YES?

>> YES.

>> THANK YOU SO MUCH.

>> BENNETT? I KNOW YOU'VE BEEN SITTING HERE FOR A WHILE, TOO.

>> I THINK YOU CAN DISPENSE WITH INTRODUCTIONS.

>> WE ARE READY.

>> CAN YOU TELL US WHO YOU ARE.

>> I AM BENNETT WHITAKER. I WILL TELL YOU MORE ABOUT ME. I WANTED TO START BY SAYING THANK YOU FOR THE TO ALLOW ME TO SPEAK AND TO ALLOW ALL OF THE OTHER PEOPLE TO SPEAK TODAY. IT IS A GOOD INFORMATIVE SESSION.

I WANTED TO SHARE SPECIFICALLY PERSPECTIVES ON ACCESSIBILITY OF STUDENTS WHO ARE DEAF OR HARD-OF-HEARING. I HAVE TWO DIFFERENT PERSPECTIVES ON CLASSROOM ACCESSIBILITY. I'M AN ADJUNCT PROFESSOR AT CAPITAL UNIVERSITY. THERE I TEACH COMMUNICATION AND AMERICAN SIGN LANGUAGE. I'M ALSO A STAFF INTERPRETER HERE AT OSU IN THE OFFICE FOR DISABILITY SERVICES, PROVIDING CLASSROOM ACCOMMODATIONS. SPECIFICALLY AT ODS HERE, I PROVIDE ACCESSIBILITY FOR STUDENTS WHO ARE DEAF AND HARD-OF-HEARING BY WAY OF INTERPRETING SERVICE IN THE CLASSROOM AND AT COMMUNITY EVENTS. AND ALSO BY HELPING WITH CAPTIONING MEDIA WITH THE HELP OF TRANSCRIBER CAPTIONISTS. BEFORE I WENT ON, I WANTED TO RESPOND TO A QUESTION HOLLY HAD HOW OUR SERVICE PRO SUPERVISION HAS HELPED PEOPLE WHO DON'T HAVE DISABILITIES. SPECIFICALLY CAPTIONED MEDIA FOR NEW STUDENT ORIENTATIONS HELPS THOSE PEOPLE WHO DON'T HAVE ENGLISH AS A FIRST LANGUAGE TO BE ABLE TO UNDERSTAND SOME OF THE MATERIAL THERE. AND IT WAS COMMENTED ON WHILE I WAS INTERPRETING, OH, THERE WAS ANOTHER PERSON AT THE TABLE ON FOR WHOM ENGLISH WAS A SECOND LANGUAGE, AND SHE REALLY

APPRECIATED THE OPPORTUNITY. SO THERE ARE TWO PRIMARY POINTS OF DISCUSSION AND INTEREST. AND ALTHOUGH I INVITE QUESTIONS FROM YOU ABOUT THE INTERPRETING SERVICE PROVISION AND THE SORT OF CULTURAL LINGUISTIC COMMUNICATION FACILITATION, THE TWO PARTICULAR POINTS THAT I HAVE, THE FIRST IS A THEORETICAL ONE, THAT IS TO QUESTION AND EXPLODE THE MEANING OF TEXT, WHAT WE MEAN BY TEXT. MY BACKGROUND IN SPEECH COMMUNICATION LEADS ME TO INTERPRET AND DEAL WITH TEXT OF VARIETIES OF IMMEDIATE YEAH, WHICH INCLUDE FILM AND MUSIC AND VISUAL NONVERBAL ART INSTALLATIONS. BUT ALSO A FEMORAL FORM FROM A SORT OF PHENOLOGICAL APPROACH, RITUALIZED SOCIAL INTERACTION, AESTHETIC AND THEATRICAL ART AND DEMONSTRATIONS. JUST WHAT WE HEARD FROM THE LAST PERSON TO SPEAK, THERE ARE SO MANY OTHER OPPORTUNITIES TO ENGAGE IN INSTRUCTIONAL ACTIVITIES THAT AREN'T JUST THE WRITTEN WORD. AND SORT OF RELATED TO THAT, IT IS IMPORTANT TO REMEMBER THAT ASL DOES NOT HAVE A NATURAL WRITTEN FORM, NATURAL ASL USERS ARE USING ENGLISH BY DEFAULT, BUT ASL ITSELF DOES NOT HAVE IT'S OWN NATURALLY OCCURRING WRITTEN FORM. VIDEO BECOMES THE PRIMARY MEANS OF FIXING TEXT. THE SECOND SORT OF DIRECTION I WANT TO GO IS FROM A PRAGMATIC PERSPECTIVE. I WANT TO KNOW SPECIFICALLY HOW THE PUBLIC INTEREST THAT'S BEEN GIVEN IN THE FORM OF THE ADA CONTINUE TO SQUARE WITH THE PRIVATE INTEREST THAT'S GIVEN FORM IN COPYRIGHT LAW, SPECIFICALLY AS MORE AND A WIDER VARIETY OF MEDIA BECOME AVAILABLE TO INSTRUCTORS FOR EDUCATIONAL USE IN CLASSROOMS. THAT IS, WHY DOESN'T THE FAIR USE EXCEPTION ENJOYED BY INSTRUCTORS NOT APPLY TO CAPTIONED MEDIA? THERE IS A NUMBER OF -- I'M SURE YOU HAVE MORE INFORMATION ABOUT THIS. I DON'T PROPOSE TO BE AN EXPERT ON ADA OR ON COPYRIGHT LAW, BUT I KNOW WHEN I HIT A BARRIER AND THEY SAY NO, DON'T DO THAT.

WE HAVE -- WE'RE EXPERIENCING, OF COURSE, AN INFORMATION BOOM, THE EXPANSION OF THE INTERNET, AND LOG TO DIGITAL TRANSFORMATION HAS ALLOWED A WEALTH OF INSTRUCTION MATERIALS AVAILABLE. SO IT HAS INCREASED OPPORTUNITIES FOR INSTRUCTORS TO EXPAND PEDAGOGICAL APPROACHES TO. MORE ONLINE COURSES ARE BECOMING AVAILABLE WHICH RESULTS IN LESS OPPORTUNITY FOR FACE TO FACE AND REALTIME CAPTIONING AND INTERPRETING, ABOUT BUT MORE POTENTIAL FOR REMOTE OR AFTER THE FACT INTERPRETATION AND CAPTIONING. WHEREAS REALTIME INTERPRETING AND CAPTIONING ALLOWS FOR WORK AROUND FOR PROVIDING ACCESS TO COPYRIGHTED MEDIA, THERE IS AN INTERPRETER OR CAPTIONIST THERE WHO CAN INTERPRET WHILE IT IS GOING ON. IT DOESN'T NECESSARILY FOLLOW IN ONLINE OR DISTANCE COURSES. CONTINUED APPLICATION OF THE FAIR USE PROVISIONS OF COPYRIGHT LAW OFFERS PROFESSORS WIDE LATITUDE IN APPROACHING MULTIMODAL DESIGN APPROACHES. THAT IS, IT HEMS THEM TOWARD UNIVERSAL DESIGN IDEALS. BUT THERE ARE ARISES A CHALLENGE FOR ALL CONCERNED WITH PROVISION OF ACCESSIBLE MATERIALS. THE PROBLEM IS THAT IT DOESN'T COVER CAPTIONING. WHILE IN THE CLASSROOM OR WEBINARS OR ISOLATED PRESENTATIONS, INTERPRETING, FACE-TO-FACE OR REMOTE MAY SERVE, DEPENDING ON STUDENTS LANGUAGE PREFERENCES AND NEEDS. SO THAT IS, WHILE WE'RE THERE IN THE ROOM, WE MAY BE ABLE TO PROVIDE ACCESS. BUT WHEN DONE REMOTELY, WHICH IS NOT WIDELY DONE. FROM PEP NET, THE SORT OF POST-SECONDARY EDUCATION SURVEY OF DEAF AND HARD-OF-HEARING PROFESSIONALS, 92.5 PERCENT OF THE OVER 106 INSTITUTIONS THAT WERE SURVEILLED DO NOT USE ANY REMOTE SERVICES. AND THERE ARE ALSO DRAWBACKS. THERE ARE FEWER REALTIME INTERPRETING OPPORTUNITIES IN ONLINE INTERACTIONS, AND THE INTERNET CONTENT IS EXPLICITLY OR IMPLICITLY COPYRIGHTED. FAIR USE OF COPY RIGHTED MATERIALS NOT BEING EXTENDED TO ACCESSIBILITY PROVIDERS LIMITS CLASSROOM ACCOMMODATION, AND THEREBY SORT OF VIOLATES THE SPIRIT OF FAIR

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USE IN EDUCATION. THAT IS, FAIR USE AS IT STANDS ONLY PROVIDES FOR THE EDUCATION OF STUDENTS WHO DON'T USE CAPTIONING. THAT'S WHAT I HAD TO SAY.
>> WELL, THANK YOU.

>> WILL YOU PROVIDE US WITH A WRITTEN COPY OF THAT?

>> SURE, ABSOLUTELY.

>> QUESTIONS FROM COMMISSION MEMBERS?

>> SO ONE OF THE THINGS THAT WE KEPT IDENTIFYING IS THAT INSTRUCTIONAL MATERIALS IS MUCH MORE THAN BOOKS. AND SO -- AND WE OFTEN USED THE EXAMPLES OF VIDEOS OR ONLINE CONTENT, BORN DIGITAL CONTENT. I THINK WHAT YOU'VE DONE IS SOMETHING WE DON'T TEND TO DO, WHICH IS TO CONNECT THE DOTS TO WHAT THE LEGAL REGIME IS THAT WOULD PERMIT, SAY, CAPTIONING OF VIDEOS OR TRANSCRIBING RECORDED CONTENT THAT IS ONLINE. AND I DON'T REALLY KNOW WHAT THE LEGAL REGIME IS. I KNOW UNIVERSITIES HAVE HAD REAL CHALLENGES AROUND THE

REQUIREMENT TO CAPTION VIDEOS WHILE -- AND THE OTHER THING IS, HOLLYWOOD IS A LOT MORE POWERFUL THAN THE PUBLISHERS. SO MAYBE THAT'S PART OF THE ISSUE. BUT IT REALLY RAISES A QUESTION TO US. WE'VE TALKED ABOUT A LICENSING REGIME, TALKED ABOUT REWRITING CHAFE FEE, BUT IS A LICENSING REGIME GOING TO FIT WHAT YOU'RE DESCRIBING? IS THE COPYRIGHT CLEARING CENTER GOING TO TAKE 50 CENTS SO THAT YOU CAN DO THE WORK THAT YOU FEEL YOU NEED TO DO TO UPHOLD THE CIVIL RIGHTS OF THE STUDENTS YOU SERVE? THAT'S AN INTERESTING QUESTION.

>> STEPHAN?

>> I AM NOT A COPYRIGHT ATTORNEY. AND I'M VERY SAD, BECAUSE UP UNTIL TWO HOURS AGO, WE HAD ONE ACTUALLY SITTING RIGHT HERE IN THE ROOM. A VERY SMART ONE, WHO WOULD HAVE BEEN REALLY HELPFUL RIGHT NOW. CAN YOU TELL ME, JUST IN REALLY PRACTICAL MATERIALS, WHAT IT LOOKS LIKE WHEN YOU HIT THAT WALL? TELL ME AN EXAMPLE OF WHAT THAT LOOKED LIKE IN PRACTICE FOR YOU WHEN YOU HIT THAT WALL OF, NO, YOU CAN'T DO THAT NOW.

>> OKAY. THERE ARE A NUMBER OF GREAT EXAMPLES. THE TRICKIEST ARE WHEN SOMETHING POPS UP THAT WASN'T ON THE SYLLABUS AND THERE'S GOING TO BE, YOU WATCH THIS FILM. THIS FILM WAS MADE BEFORE A CERTAIN DATE, SO THERE ARE NO CAPTIONS ON IT. AND WHAT DO WE AS -- WE AS SERVICE PROVIDERS DO WITH THAT? NOW, THERE ARE A COUPLE OF WORK AROUNDS WE'VE KIND OF BEEN ABLE TO ATTEMPT, THAT IS, IF THE PROFESSOR WILL LEAVE THE ORIGINAL COPY OF THE MEDIA IN A SORT OF SAFE SPACE HERE, HOUSED WITH MEDIA SERVICES, MEDIA SERVICES PROVIDES US A DIGITAL COPY OF IT, WHICH WE ATTACH CAPTIONS TO, THAT LASTS FOR THE ENTIRETY OF THE COURSE. IT IS STREAMED ONLINE AND HAS AN END DATE, A DIE DATE, BUILT INTO IT, SO STUDENTS CANNOT ACCESS IT AFTER THE COURSE IS DONE. BUT THAT IS DEPENDENT ON PROFESSORS GIVING OVER THEIR COPY OF THE VIDEO. SOMETIMES THE PROFESSORS WANT TO BE ABLE TO SHOW THAT VIDEO IN CLASS AND THEY DON'T WANT TO DO THE STREAMING THING. I DON'T KNOW WHY. SO UNLESS WE HAVE EXPLICIT PERMISSION FROM THE COPYRIGHT HOLDER, WHICH IS NOT LIKELY TO HAPPEN IN A SEMESTER OR QUARTER TIME FRAME, AND UNLESS WE HAVE REALLY ACCOMMODATING PROFESSORS, WE JUST SAY WE CAN'T DO IT. THE BEST THAT WE DO IS PROVIDE A TRANSCRIPT. WE'VE HAD TO DO THAT AS A WORK AROUND. THAT'S REALLY JUST -- WHAT'S WE'VE HAD TO DO.

>> BUT THE TIME LIMIT THING IS A FAIR USE ARGUMENT, RIGHT?

>> I THINK SO, YEAH. THE SHORT DURATION OF THAT IS AN ARGUMENT FOR USE, YES. BUT I DON'T KNOW THAT THAT'S -- I DON'T KNOW THAT'S ENOUGH -- AND IT DEPENDS ON WHO IS WILLING TO GO TO COURT WITH ME.

>> HEARING IMPAIRED, VIDEO IS A WAY TO FIX TEXT. CAN YOU EXPLAIN THAT?

>> WELL, HOW DO WE -- HOW ARE WE DOCUMENTING MEETING RIGHT HERE? WE'RE HAVING SOMEONE TRANSCRIBE THE SPOKEN WORD ONTO TEXT, AND THAT FILE WILL BE SAVED. AND THAT'S A FIXED VERSION OF WHAT WE'RE SAYING RIGHT NOW. AS ASL NOOSE WRITTEN COMPONENT, AND CERTAINLY NOT ONE THAT CAN DEAL WITH THE COMPLEXITY OF VISUAL INFORMATION IT CONTAINS, THE ONLY REAL WAY TO FIX THAT TEXT, TO MAKE IT PERMANENT, IS TO VIDEOTAPE AND RECORD THAT SIGNER. THAT'S WHAT I MEAN.

>> SO I CAN SAY A NUMBER OF THINGS ABOUT THIS. ONE IS THAT ONE OF THE FIRST THINGS THAT THE COMMISSION HEARD ME SAY WAS THAT AN WE HAVE TO DEAL WITH VIDEO. WE'RE NOT JUST GOING TO BE DEALING WITH BOOKS. WE HAVE TO DEAL WITH VIDEO, TOO. PARTLY BECAUSE OF THE FILMS IN THE CLASSROOM. OTHER THING IS THE MULTIMEDIA IS BECOMING SO PREVALENT. FRANKLY, I THINK IT IS KIND OF CRIMINAL WE HAVEN'T HAD A LAW LONG BEFORE THIS REQUIRING EVERY SINGLE VIDEO TO AT LEAST BE CAPTIONED. NOW CAPTIONED AND AUDIO DESCRIBED BUT AT LEAST CAPTIONED. THIS IS SUCH LOW HANGING FRUIT. IT IS NOT EXPENSIVE TO CAPTION. THEY COULD RAISE THE PRICE A NICKEL PER UNIT AND IT COULD BE PAID FOR IN NO TIME. TO ME, THIS IS LIKE SO RELATIVELY EASY. WE DO HAVE, IN CALIFORNIA, IF YOU ARE INTERESTED IN THIS, WE DO HAVE A LEGAL OPINION THAT WE GOT FROM A COPYRIGHT LAWYER ON DEALING WITH CAPTIONING. AND THE FIRST LINE WAS TO TRY TO GET PERMISSION. BUT IF YOU COULDN'T GET PERMISSION, EVENTUALLY IT WAS GO AHEAD AND CAPTION IT. AND BECAUSE WE HAD A LEGAL OPINION FROM OUR COUNSEL IN THE COMMUNITY COLLEGES, WE NOW HAVE A LAW ON THE BOOKS, 8386, THAT BASICALLY SAYS A PUBLISHER MUST PROVIDE AN ELECTRONIC TRANSCRIPT, AND IF THEY DON'T HAVE AN ELECTRONIC TRANSCRIPT, THEN THEY HAVE TO PROVIDE US PERMISSION TO CAPTION IT. PERIOD, END OF STORY. THAT MEANS WE'RE NEVER STUCK WHEN WE HAVE A DEAF STUDENT IN THE CLASS. WE CAN ALWAYS CAPTION. WE HAVEN'T HAD THAT MUCH DIFFICULTY GETTING PERMISSION TO CAPTION. IT IS JUST FINDING OUT WHO OWNS THE VIDEO. IT IS NOT LIKE BOOKS, AS YOU KNOW. WITH BOOKS, YOU OPEN UP THE FRONT OF THE BOOK YOU CAN SEE THIS IS THE PUBLISHER, YOU'RE GOOD TO GO. WITH VIDEOS, THE COPYRIGHT IS OFTEN HELD BY WHO DISTRIBUTES THE VIDEO. THAT GETS SOLD AGAIN AND AGAIN AND AGAIN. AFTER USUALLY THREE OR FOUR SALES, YOU'RE DEAD IN THE WATER.

>> OR STOLEN AGAIN AND AGAIN FOR PURPOSES OF THE INTERNET. GOOD LUCK FINDING WHO OWNS THE ORIGINAL COPYRIGHT OF THAT YOU TUBE CLIP.

GOOD LUCK.

>> OTHER THING IS UNLESS YOU REALLY KNOW WHAT YOU'RE DOING, IF YOU TRANSFER A VIDEO TO A DVD, YOU WILL OFTEN LOSE CAPTIONING. THERE IS A WHOLE LOT OF STUFF AROUND CAPTIONS. I COULD GO ON AT LENGTHS ABOUT IT. IT SEEMS LIKE IT SHOULD BE SO EASY. I GET REALLY UPSET IT IS NOT. ONE OF THE THINGS -- AND THIS MAY BE SOMETHING WE CAN ADDRESS WITH OUR VERY BRIGHT COPYRIGHT PERSON, WHO WAS HERE EARLIER. IF YOU HAVE PERMISSION TO PUT A VIDEO ON THE INTERNET, AS A COLLEGE, GIVEN YOU HAVE THAT PERMISSION, IT SEEMS TO ME THAT THE VIDEOS BEING A SEPARATE STREAM, BECAUSE ON THE INTERNET, WHEN YOU HAVE A CAPTIONED VIDEO,

THE VIDEO AND WORDS ARE NOT HOOKED TOGETHER, EXCEPT IN WHAT IS DISPLAYING. IT IS HOOKED IN WHAT YOU'RE DISPLAYING, QUICK TIME, MEDIA PLAYER, WHATEVER. THERE SHOULD BE NOTHING ILLEGAL WITH THAT, BECAUSE YOU'RE ESSENTIALLY SHOWING TWO STREAMS AT THE SAME TIME, WHICH WOULD BE EXACTLY LIKE SHOWING TWO VIDEOS AT THE SAME TIME. IT WOULD BE NO DIFFERENT THAN THAT.

>> THEY'RE GOING TO SAY YOU'RE ALTERING THEIR PRODUCT.

>> I'LL TELL YOU, THIS IS AN ACTIVE GRAY AREA. LET'S JUST PUT IT THAT WAY. IF YOU REALLY DO KEEP THE TIME STAMPED TEXTING SEPARATE FROM THE VIDEO, YOU COULD ARGUE -- YOU COULD MAKE AN ARGUMENT THAT IT IS NOT A DERIVATIVE, THOUGH I THINK MOST MOVIE COPYRIGHT HOLDERS WOULD SAY IT IS A DERIVATIVE. YOU MERGE IT TOGETHER, IT IS PRETTY MUCH A DERIVATIVE. WE ARE DEVELOPING TOOLS THROUGH IMAGE DESCRIPTIONS, AND THOUGH WE'RE NOT LAWYERS, WE'RE NOT SUPPOSED TO -- BUT OUR USERS ARE GOING TO WANT TO KNOW, IS THIS LEGAL TO DO THIS. IS THE DESCRIPTION ATTACHED TO THE IMAGE A DERIVATIVE. AND DERIVATIVE WORKS AREN'T CLEARLY IDENTIFIED. WE MAKE A WILD CLAIM, CHAFFEE TAKES CARE OF THAT, BUT CHAFFEE DOESN'T APPLY TO DRAMATIC WORKS. SO YOU'LL HAVE THAT THING TO STAND ON. SO THIS IS ACTUALLY, I THINK, WORTH IDENTIFYING AS -- AND I WOULD JUST CALL IT A GRAY AREA. IT'S, SUE ME. BUT A LOT OF COLLEGES AREN'T WILLING TO TAKE THAT RISK. THEY WOULD LIKE TO HAVE SOMETHING LIKE A BRIGHTER LINE. DO YOU CARE MORE ABOUT CIVIL RIGHTS OR COPYRIGHT.

>> CURRENT BEST PRACTICE, THOUGH, IS UNLESS YOU GET PERMISSION, DON'T DO IT. WE KNOW IT IS GRAY, BUT WE DON'T RISK IT.

>> WHAT I'VE BEEN ENCOURAGING OUR CAMPUSES TO DO IS WHEN YOU GET PERMISSION TO PUT IT ONLINE, GET PERMISSION TO CAPTION AT THE SAME TIME. YOU DEFINITELY HAVE TO HAVE PERMISSION TO PUT IT ONLINE. NO QUESTION LIKE THAT. IF IT IS ANYTHING MORE THAN A SNIPPET. THEN YOU GET INTO THE OTHER ISSUE OF, OKAY, GREAT, WE HAD PERMISSION TO CAPTION THE ENTIRE THING, BUT NOW UNDER THE TEACH ACT, WE'RE USING ALL THESE SNIPPET, WHICH WE CAN DO UNDER THE TEACH ACT,

CAN WE CAPTION ALL THE SNIPPETS. YEAH, THERE'S A LOT HERE. IT IS DEFINITELY SOMETHING THAT I THINK WE NEED TO TAKE INTO CONSIDERATION.

>> IF I CAN RISK IT, THE FACT THAT THE LAW IS STRUCTURED THE WAY IT IS UNTIL-BUILT ABLEISM, THAT IT IS A FORM OF EXCLUSION BASED ON ABILITY. THAT MAY BE A PERSONAL OPINION, BUT I THINK IT IS A DEFENSIVE ONE.

>> THE OTHER THING THAT I THINK IS NOT WIDELY UNDERSTOOD IS THE FACT THAT EVEN WITH THE VIDEOTAPE, IF IT HAS CAPTIONS ON IT, THAT IF YOU HAVE A SMART CLASSROOM WITH NO CC AND DECODER BUILT INTO IT, YOUR CAPTIONS ARE GONE. EVEN THOUGH THEY'RE THERE, YOU CAN'T TURN THEM ON. I FIND THERE IS A LOT OF PEOPLE THAT DON'T EVEN UNDERSTAND THAT, AND THEY DON'T UNDERSTAND THEY VIDEOTAPE SOMETHING WITH CAPTIONS ON IT, THEY ARE THERE. THERE'S SO MUCH MISUNDERSTAND IN THIS AREA. IT MAKES BOOKS KIND OF EASY COMPARED TO SOME OF THESE OTHER THINGS GOING ON. THANK YOU SO MUCH FOR RAISING THIS, BECAUSE I'M GLAD I'M NOT THE ONLY ONE WHO THINKS THIS IS REALLY IMPORTANT. ANY OTHER QUESTIONS OR COMMENTS FROM THE COMMISSION?

>> THANK YOU VERY MUCH.

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>> THANK YOU FOR THE OPPORTUNITY.

>> BENNETT, I DO HAVE SORT OF A QUESTION THAT'S BEEN BOTHERING ME FOR A LONG TIME. WHY IS IT THAT THERE HASN'T BEEN A BIGGER PUSH FROM THE COMMUNITY, FROM THE DEAF AND HARD-OF-HEARING COMMUNITY, ON THIS ISSUE OF MAKING SURE THAT EDUCATIONAL VIDEOS ARE CAPTIONED? IT REALLY DOES SEEM LIKE IT SHOULD BE LOW HANGING FRUIT.

>> BOY, I DON'T WANT TO SPEAK FOR THE DEAF COMMUNITY.

>> WELL, THEIR ADVOCATES, THEN.

>> AS ADVOCATE, I THINK THEY HAVE. BUT I DON'T KNOW THAT EVERYONE IS LISTENING. AND I THINK AS -- MY UNDERSTANDING IS IT IS A PHILOSOPHICAL UNDERSTANDING OF THE ADA, THESE ARE MY EXPLICIT RIGHTS, AND THAT SHOULD MEAN TO ME THAT I CAN HAVE CAPTIONING. SO WHEN I RUN INTO STUDENTS WHO ARE DEAF AND HARD-OF-HEARING AND I EXPLAIN TO THEM, I'M HAVING TROUBLE GETTING -- GOING THROUGH THE MOTIONS TO PUT CAPTIONING ON IT, THEY'RE STILL SORT OF TAKEN ABACK BY THAT, THAT THAT SHOULD HAPPEN. BUT MOST ACCESSIBILITY CONCERNS FOR DEAF AND HARD-OF-HEARING STUDENTS CENTERS ON INTERPRETING. AND PROVISIONED THAT WAY OF CAPTIONING REALTIME CAPTIONING AND ISSUES OF REMOTE VIDEO INTERPRETING, VIDEO RELAY THROUGH THE PHONE LINES, ET CETERA.

>> THAT'S KIND OF WHAT I SUSPECTED. THANK YOU VERY MUCH.

>> DO WE HAVE ANYBODY ELSE, SKIP, WAITING?

>> LET ME CHECK WITH MARY JUST TO MAKE SURE I DON'T INADVERTENTLY MISS SOMETHING.

>> GAIER, CAN WE ADD THAT AS A POINT THAT WE NEED TO MEET IN TERMS OF ANY SORT OF STANDARDS THAT WE WANT?

I GUESS IT REALLY FALLS INTO THE TECHNICAL --

>> OF INCLUDING CAPTIONING?

>> YES. I THINK WE CAN.

>> I THINK IN ORDER TO MEET WITH THE LICENSURE ISSUE.

>> WE NEED MARIA AND CHRIS TO --

>> OKAY. WE CAN START IT IN LEGAL, BUT I THINK EVENTUALLY, IT IS PROBABLY GOING TO COME TO --

>> ACTUALLY, I'VE WRITTEN DOWN, WRITE A PROPOSAL TO THE LEGAL TASK FORCE ABOUT WHAT THEY DO IN CHAFFEE.

>> A NUMBER OF YEARS AGO, I ACTUALLY ASKED THE WOMAN WHO WAS THE HEAD OF THE COPYRIGHT OFFICE AT THAT TIME, I DON'T REMEMBER HER NAME, THIS EXACT --

>> MARY BETH PETERS.

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>> YES, I ASKED HER ABOUT THIS EXACT ISSUE, THE FACT THAT THEY'RE ACTUALLY SEPARATE STREAMS, SHOWN TOGETHER AT THE SAME TIME ON THE PLAYER, BUT THEY'RE SEPARATE STREAMS. IF WE -- GIVEN WE ALREADY HAD PERMISSION TO EVEN PUT THE THING IN A DIGITAL FORMAT, BECAUSE WE WEREN'T ACTUALLY DOING ANYTHING DIFFERENT TO THAT WORK ITSELF, THAT MEANT IT WAS OKAY. SHE ACTUALLY SAID, I'M NOT SURE. SHE SEEMED OPEN TO THE IDEA THAT THAT WOULD ACTUALLY BE OKAY.

>> ONE OF THE LAWYERS ON MY BOARD, I THINK WAS LAW SCHOOL COLLEAGUE OF MARY BETH. AND SO THAT'S WHY WE DEPOSIT ON GOOD TERMS WITH THE COPYRIGHT OFFICE EARLY. ANYWAY, IT WAS -- HE THINKS IT IS A GRAY AREA AND THINKS TS A REALLY JUICY TOPIC. WHEN YOUR LAWYER GOES, OH, JUICY TOPIC, THAT IS NOT A GOOD THING. I'M GLAD HE'S HAPPY.

>> YES, WE ARE CLOSED, OFFICIALLY CLOSED FOR THE NIGHT. WE CAN ALL GO EAT.